



# **Juneau School District Technology Plan 2008-2011**



**2007-2008**  
**Board of Education**

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*In Juneau we are all partners in providing each student with the skills, knowledge, and attitudes to be a contributing citizen in a changing world.*

### **Juneau School District Technology Committee**

Members of the Juneau School District Technology Committee met monthly during the 2007-2008 school year, including one all-day work session on January 15, 2008, and worked collaboratively to develop a Juneau School District Technology Plan for 2008-2011. Most members also attended the Alaska Association for Technology in Education (ASTE) pre-conference and/or conference held in Anchorage on February 23-26, 2008. Two of the members also attended the Alaska Department of Education and Early Development's Technology Planning workshop on February 24, 2008.

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## GOALS, STANDARDS AND STRATEGIES

### Overarching Goals

*In the Juneau School District technology is used as a tool to enhance and support productivity, communication, collaboration, and learning.*

*In the Juneau School District technology must be adequate to support the accomplishment of all district-wide educational goals and must be adequate to support future trends in education.*

### Vision

The Juneau School District envisions staff and students using technology to seek new knowledge, solve problems and collaborate within a global society. The ever-present and transparent use of technology by staff and students supports the mission of the District, which includes helping students achieve the Alaska standards in all content areas, respecting the special needs skills and abilities of each individual and enabling each person to develop the skills needed in the 21st century.

### Learning Goals

The Juneau School District School Board has adopted the following educational goals:

All students will:

- Acquire and manage information, solve problems, and think creatively and critically;
- Communicate effectively, using written, verbal and artistic forms, and appreciate the creative expressions of others;
- Possess and integrate a common core of knowledge concerning the physical, biological, and social sciences, mathematics, and the arts and humanities;
- Become effective and responsible decision makers, who contribute to the community, state, country and world;
- Possess the ability to collaborate and adapt, and use the skills and tools necessary for the world of work;
- Demonstrate the ability to form responsible relations with a wide range of people including those with differing socio-economic and cultural backgrounds;
- Acquire the knowledge, habits and attitudes that promote personal and public health, both physical and mental;
- Understand and evaluate their own worth, ability, and potential, to enable growth.

Students will use Information Technology as a tool to achieve these educational goals.

Within each content area, Information Technology includes:

- **Problem-solving tools** such as spreadsheets, databases, and graphing calculators;
- **Information-access tools** such as the Internet and content-specific CD's;
- **Communication tools** such as word processors, multimedia software, web page editors, email, and video production tools;
- **Content learning tools** such as simulations, tutorials, and educational games.

- **Career exploration and employability skills development tools** such as online personality and interest inventories, college profiles, and employability profiles.

If implemented, the technology, staff development, and curriculum integration plans described in this document would provide the necessary curriculum framework and the opportunity for teachers to develop teaching. A complete set of the Juneau School District CORE content standards for Language Arts, Mathematics, Science, and Health Curriculum is found in on the District web page at <http://www.jsd.k12.ak.us/newdistrict/departments/instructionalservices/index.php>.

## State and Local Standards

The Juneau School District uses the Alaska Content Standards to guide the creation of district curriculum and district CORE content documents. Since 1996, CORE content has been developed in Mathematics, Language Arts, Science, and Health. These district documents include technology-related CORE content standards for each grade level such as:

- “type 25 wpm with 90% accuracy, using correct techniques” (Language Arts);
- “compare a variety of resource materials, including electronic media, to select the most useful to purpose” (Language Arts);
- “model data, by hand and by using technology, using pie charts, scatter plots, and histograms with appropriate scale” (Math);
- “record data into a spreadsheet matrix” (Math)
- “use technology to collect, summarize, analyze, interpret, and display evidence” (Science)

The Science CORE document states “competencies, organized by State Science Content Standards, will be included at each grade level.” The competencies include:

- “use technology to collect summarize, analyze, interpret, and display evidence”
- “demonstrate understanding of the importance of values and consequences as well as
- information when making decisions about science and technology.”

## Technology Curriculum Strategies

### Process

District curriculum documents are developed to conform to standards for curriculum established by the Alaska Department of Education and Early Development. The District adopts curriculum on a regular, six-year development and revision cycle, as specified by the Alaska Department of Education. The curriculum review and update process is the responsibility of the district Curriculum and Assessment Coordinator, using committees comprised of teachers and administrators. Technology skills are addressed in a range of curricular areas:

- The **JSD Math curriculum** includes the use of spreadsheets, graphing calculators, and databases as tools for mathematics study and data analysis.
- The **JSD Language Arts curriculum** incorporates word processing skills, keyboarding benchmarks, presentations requiring technology skills, and research skills requiring Internet searches and electronic mail inquiries.

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- The **JSD Science curriculum** includes teaching students to collect and analyze data, interpret results and communicate findings.
- The **JSD Science curriculum** and **Social Studies curriculum** incorporate teaching students how to use technology to research, coordinate, and present information. Additionally, the social studies curriculum includes teaching students how to use technology responsibly and to understand its impact on individuals and society.
- **The JSD Health curriculum** incorporates Internet safety skills by demonstrating concepts of cyber security, personal online safety, and awareness of cyber-bullying, predator identification, cyber-relationships, malicious code, and social issues.

### **Proposed Action Steps:**

1. Expand the effort to ensure that all content area curriculum committees use the Alaska Technology to develop their curriculum.
2. Work with the Curriculum Coordinator to ensure that staff members with video and computer expertise are part of the curriculum committees in every content area.
3. Ensure that technology skills related to computers and video integrate into the curriculum in natural and effective ways, enhancing the curriculum and ensuring development of the technological skills necessary for effective teaching and learning within that content area.
4. Provide a broader audience for student video productions. This will help to improve the quality of student productions and encourage more schools and activities to use the video resources available to them.

**Timeline:** Beginning with the 2008-2009 school year and continuing throughout the duration of the plan.

**Budget requirements:** Staff time, No additional fund allocation required

### **Technology Infrastructure Strategies**

The Juneau School District has six elementary schools (Auke Bay, Riverbend, Mendenhall River, Glacier Valley, Harborview, and Gastineau), two middle schools (Dzantik'i Heeni and Floyd Dryden), and two high schools, Juneau-Douglas High, and Thunder Mountain High scheduled to open by the fall of 2008. The district also includes an alternative high school (Yaakoosge' Daakahidi), a charter school (Juneau Community Charter School) and a K-8 Montessori Program. The Marie Drake building, formerly Marie Drake Middle School, is used for spillover classes from both Juneau-Douglas High School and Harborview Elementary. The school district has approximately 2500 computers, 95 percent of which are currently networked.

To meet the goals of this plan, the JSD Tech Committee pledges to establish district-wide standards for hardware, software, and building infrastructure. The committee will continue to meet monthly during the school year to establish and revise these standards

and will include a schedule of maintenance and upgrade. The outline for those standards is as follows:

### **Network Services**

#### **Servers**

- Provide adequate support staff for specific server software/hardware maintenance
- Provide a coordinated, adequate server backup system and policies, including off-site storage
- Establish secure access and login policies/procedures;
- Provide secure off-site server access;
- Maintain robust hardware with a minimum configuration.

#### **Faxes/Copiers/Scanners/Printers**

- This plan promotes a migration to an all-in-one networked solution when possible

#### **Work Stations**

- Workstations need to be adequate for designated purposes and meet district goals for security and efficacy.

#### **WAPs (Wireless Access Points)**

- Wireless access points need to be pervasive, with 24x7 fully integrated access, meeting district goals for security and efficacy.

### **Building Infrastructure Strategies**

The JSD Tech Committee in coordination with the JSD Maintenance and Facilities Department (when applicable) and the IT Department will develop standards for the following systems:

#### **Electrical**

- Provide adequate electrical outlets and circuits for new network and other technology infrastructure whenever possible during renovations or building upgrades
- Provide for potential growth (laptop support) and movement of computer labs especially for new buildings and through renovations.

#### **Network cabling**

- Determine which sites need additional network drops for wired and wireless access
- Work with the Facilities Manager to develop district wide policies for building network infrastructure wiring that incorporates fiber optics as the backbone standard for new building and as part of renovation projects

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- Require that contractors adhere to IEEE network cabling standards (length and appropriate type)

### Ethernet switches (wire and wireless)

- Eliminate all repeaters and replace with adequate wiring or Ethernet switches
- Ethernet switches must meet industry standards
- Bring all switches up to a minimum 10/100/1000BaseT
- Provide for consistency of manufacturer/vendor across the district.
- Purchase switches that are capable of POE (power over Ethernet) whenever applicable.

### Routers

- Apply standardization to all routers (Cisco or equivalent); and
- Assure that the district meets continuing access needs (intra/internet).

### Firewalls

- Firewalls must meet industry standards
- Are adequate to protect student and staff by use of content filtering and anti-spam/virus protection.

### Internet access point and devices

- Establish security for internet access points.

### Uninterruptible Power Supply

- Provide UPS devices wherever applicable for all communication closets components;
- Determine a battery replacement schedule and upgrades of UPS units
- Assure that UPS standard up time is varied by application.

### Climate control

- The Juneau School District Maintenance Department will assure that new technology infrastructure is wired separately from energy conservation controls.
- In addition, climate control is adequate for protection of equipment

### Physical access to secured area

- The Juneau School District Maintenance Department and administration will assure that all communication closets have established policies for access and security.

### Phone Service (VOIP)

- It is recommended that the JSD creates a position for the purpose of assuming responsibility for maintenance and configuration of the JSD phone system. This system will include existing analog phone systems



and VOIP phone systems. Other duties could be assigned to this position, which would either be under the direction of the IT Supervisor or the Maintenance Supervisor.

Miscellaneous

- There are other groups of building infrastructure devices, example: Outside Access Security (Doors), reader boards, and other miscellaneous technologies, which interface with the JSD network
- Standards and policies established for network devices should apply to these technologies as much as possible

**Action Steps:**

**1) Hardware:** Includes student and staff workstations, printers, wireless devices, servers, copiers, other peripherals, and network infrastructure (routers, switches, firewalls, etc.).

- Purchases are based on needs and evaluation of current use with consideration of future trends.
- Work stations to be purchased with current level standards, meeting the intended use of the station.
- Servers should be top-end performers in terms of processor, hard disk, RAM and connectivity standards
- Hardware purchases will be consolidated for efficient use of funds.

**2) Software:** Includes the server and workstation operating systems and third-party applications.

- Purchases are based on needs and evaluation of current use with consideration of future trends.
- Purchases will meet industry standards for word processing, spreadsheets, presentations, publishing, and multi-media.
- Management software will be implemented to allow more efficient use of resources.
- Course management software will be implemented for consistent staff/student use.
- Software for monitoring of network bandwidth utilization; anti-virus/spam protection.

**3) Access:** Utilize resources such as E-rate to assist with technology integration.

**Timeline:** Have outline of standards by beginning of 2008 school year. Due to rapid changes in technology trends, revisions will need to be determined annually.

**Budget requirement:** To be determined.

## TECHNOLOGY INTEGRATION

### Special Projects

**Fast ForWord**, a computer-assisted reading program is currently in use at K-12 schools in the district. Data analysis studies, conducted by the curriculum coordinator and data analyst, have found this program to be quite successful in raising student achievement in reading and other content areas.

**Accelerated Reader**, a computer-assisted reading program used at Glacier Valley Elementary School and Floyd Dryden Middle School, is used to assess reading skill and direct ongoing reading practices.

**SuccessMaker**, a computer assisted Mathematics program is currently in use at the middle schools, the downtown high school, and the alternative high school. It is used as an intervention tool for students who are below grade-level standards.

**Consortium for Digital Learning** (aka 1 to 1 Laptop Initiative) is being piloted at Yaakoosge' Daakahidi Alternative High School. The program is funded by the Alaska Association of School Boards and the Juneau School District. This site-based pilot provides a laptop for every teacher and student. The program provides staff development, engineering hardware and software support. It encourages the use of multi-media applications and technology integrated student projects. It also encourages enrollment in distant education courses available online in order to meet graduation requirements and/or fulfill electives.

**Geo Treks Project** provides students and staff at the middle school level with access and training in GPS and GIS technology. The project pilot was funded via an E2T2 Competitive Grant. Through partnerships with the University of Alaska SE, Discovery Southeast, State of Alaska Dept. of Fish and Game, teachers are able to sustain GPS/GIS projects in their classrooms.

**Destiny**, a web-based library system implemented in the Fall of 2005, is used at all elementary and middle schools, with implementation for the existing and new high schools planned for the Fall of 2008. This library system enhances student and staff access to JSD libraries by using tools, which align collection resources with curriculum.

### Video Projects:

Various teachers throughout the district integrate video projects in their classes in a variety of ways, challenging students to explore and expand thinking and as a method for communicating with parents. All media and/or technology class students learn to produce movies using such software tools as iMovie, Flash, and other applications. These tools may be integrated into student presentations and projects in CORE classes.

- Dzantik'i Heeni Middle School students have been using closed circuit broadcasting for 13 years, 6<sup>th</sup> graders produce iMovie social studies projects, and EL students are producing kiosk slides shows for the Juneau City Museum.

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- Floyd Dryden Middle School students utilize a closed circuit cable system, broadcasting daily morning announcements that they produce, film, edit, and anchor. In addition, they do the same for “Special Reports” that are broadcast on Channel 6.
- Juneau-Douglas High School also is partnering with KTOO to involve students in radio and television broadcasting.

Video has the potential to be an important component of school activities.

### **Action Steps:**

1. Enable students to film and air athletic, student body, theatre, and fine arts events.
2. Under the direction of the JSD Communication Manager, integrate video into public relations programs, highlighting educational programs, grant programs, and alternative choice programs that are available to students.
3. Establish and develop existing Channel 6 broadcasting capabilities per the JSD Communications Plan adopted December 4, 2007
4. Establish mentoring program for video production and broadcasting at demonstration sites with goal of providing assistance at interested sites.
5. Establish Pro Apps training center in Final Cut Pro (professional standard for video editing) and include advanced digital media courses as part of the Technology Curriculum at secondary level.
6. Work to improve the quality of student productions and encourage more schools and activities to use the video resources available to them. Work with Community Schools, KATH-TV, and KTOO television to air more student video productions on local television stations.
2. Encourage teachers to enter student work in video contests such as ASTE's “iDidaMovie, iDidaPhoto, iDidaPodCast” contests.

**Timeline:** Summer of 2008: Technology Boot Camp will provide iMovie video training for beginners and intermediates; advanced training in Final Cut Pro.

- Ongoing: Integration of video into public relations programs.
- Ongoing: JSD Technology Committee will encourage site level staff and administrators to provide student opportunities for video productions.

**Budget requirement:** To be determined during the 2008-2009 school year, in the next phase of plan development

### **District-wide Integration**

#### **Zone integration server**

- Schools Interoperability Frameworks (SIF) allows diverse applications to interact and share data seamlessly. A critical component of SIF is a Zone Integration Server (ZIS) which serves as the data integration broker between applications that support SIF.
- This plan asks for the implementation of SIF-compliant servers throughout the district and coordination of hardware and software compatibility with SIF.

### **Student Information Systems**

The Juneau School District purchased PowerSchool K-12 data management software. Partial implementation of this program began in February 2008, with complete implementation scheduled to occur in the Fall of 2008.

This plan calls for:

- Organized training and implementation of basic and enhanced features of PowerSchool to allow tracking of student data including attendance, grades, health data, parent information, web parent access and other features.
- Integrate PowerSchool features with existing district databases including Alaska Central, Destiny, assessment databases, food service, etc.

### **Intranet Access**

- This plan calls for the use of digital technology to provide access and storage of forms, documents, and bulletin board type access for staff.

### **Action steps:**

1. Complete integration from SASI to PowerSchool will take place in the Fall of 2008.
2. An Intranet access plan exists as part of the JSD Communication Plan and will be implemented during the school year 2008-2009.
3. Implement a Zone Integration Server following DEED guidelines. Schedule of project will be determined according to DEED guidelines and available budget resources.

**Timeline:** Fall of 2008 through Fall of 2009

**Budget:** Hardware and software maintenance for PowerSchool is currently budgeted at approximately \$70,000 per year as part of the IT budget. Both the Curriculum and IT Departments provide staffing support. Funding for ZIS is to be determined.

## Juneau School District Technology Plan 2008-2011

### **ACCESS**

Equitable access to technology for all students is one of the imperatives of this technology plan.

In terms of access, the 2008-2011 Juneau School District Technology Plan aims to:

- Provide equitable access for all technology users, enabling them to collaborate and communicate from a variety of technologies in a learning environment.
- Create and maintain a secure networking environment.
- Coordinate program for staff laptops, including a possible lease/purchase/employee purchasing arrangement.
- Review comparison of lease versus purchase for student technology for school and home use.
- Plan infrastructure for increasing numbers of students who bring their own computer to school.
- Plan technology for indigent and ADA populations.
- Regular upgrade and maintenance of the network infrastructure, which, when feasible, will be coordinated with the Six-year Capital Improvement Plan approved for FY09.
- Implementation of a secure wireless scheme for every building.
- Review network infrastructure, telephones, wireless and other systems and upgrade accordingly.
- Implement a program to scan fixed assets (using Destiny's Asset Manager software or equivalent).
- Ensure that all new and renovated buildings follow standards set previously in this plan.

Standards for computers are based on current Macintosh and Windows operating system requirements as well as specific software program requirements. An effort is made to avoid the minimum and maximum requirements, striving instead for middle of the road for acceptable performance, longevity, and cost. To follow is the current Juneau School District inventory of computers, as of March, 2008.

### **Current Computer Inventory**

A chart outline the District's current computer inventory follows.

## CURRENT COMPUTER INVENTORY AS OF MARCH 2008

School Sites	Macs	PCs	TOTAL
<b>Auke Bay Elementary School</b>	105	2	107
<b>District Office</b>	59	41	100
<b>Dzantik'I Heeni Middle School</b>	199	7	206
<b>Floyd Dryden Middle School</b>	245	5	250
<b>Gastineau Elementary School</b>	95	2	97
<b>Glacier Valley Elementary School</b>	137	2	139
<b>Harborview Elementary School</b>	151	2	153
<b>Juneau-Douglas High School</b>	387	198	585
<b>Mendenhall River Community School</b>	197	2	199
<b>Riverbend Community School</b>	249	27	276
<b>Yakoosge Dakahidi</b>	39	26	65
<b>Juneau Youth Center</b>	3	22	25
<b>Miller House</b>	12	0	12
<b>Juneau Community Charter School</b>	4	0	4
<b>Montessori Program</b>	8	0	8
<b>Totals</b>	<b>1890</b>	<b>336</b>	<b>2226</b>

## Building Infrastructure Narrative

The Juneau School District's current network infrastructure is located at eighteen physical sites consisting of school classrooms, computer labs, administrative offices, and includes District administrative offices and departments. Each location has a network infrastructure that provides for wired network access to:

- local servers, printers, and computers
- network access between buildings
- internet access.

Each physical site has one to two communication closets which house

- Building network wiring
- Termination patch panels
- Router
- Ethernet Switches
- UPS
- TLS =**Transparent LAN Service** is a service from a ACS linking together school district ethernet networks
- Cable Modem



### **Current Building Infrastructure Status**

All of our Ethernet switches currently consist of 10/100 BaseT with 100FX fiber uplinks between local communication closets.

- The exceptions are as follows: JDHS, Floyd Dryden, and downtown District Offices.
- These exceptions occurred because of building renovations and/or upgrades that resulted from building renovations and relocation of offices and classrooms.

Historically when there has been a renovation, the IT Department, as much as possible, recycles network equipment from one site to another. For example, when JDHS was renovated and received upgraded Ethernet equipment, the existing Cisco ethernet switches removed from JDHS were used to replace repeaters at the Riverbend Elementary School. Similarly, the Cisco ethernet switches that were replaced at Floyd Dryden were dispersed to other district locations (Transitions, Miller House, Maintenance, JYC, JCCS).

Hardware network components have been upgraded or replaced throughout the years (routers and firewalls); however, these hardware expenditures have not included replacement of our outdated and failing Cisco ethernet switches. While this “recycling” plan has worked in the past, technology demands have increased and the 10/100 switches can no longer meet current demands. To analogize: the network highway (ethernet switches) is a rural dirt road and our high performance vehicles (computers) are consistently stuck in traffic jams.

Standards for ethernet switches include fiber backbone of at least one gigabit with 10/100/1000BaseT switch ports.

### **Proposed Replacement Cycle for Technology**

The following provides a suggested replacement cycle, with estimated costs for replacement of the following:

- switches,
- implementation of wireless
- computer hardware and software

Using the FY09 Six Year Capital Improvement Plan, priorities are based on timing of planned or expected renovations. Grade level needs and curriculum software programs are included.

The first cycle (FY2009) begins with building network infrastructure (See Chart 1 Below)

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<b>REPLACEMENT CYCLE FOR TECHNOLOGY</b>			
<b>2008-2009</b>			
Site:	<b>Dzantiki' Heeni</b>	<b>Juneau Comm Charter</b>	<b>Maintenance</b>
Switches:	\$52,000	\$3,000	\$3,000
Wireless:	\$20,000	\$1,000	\$1,000
Total:	<b>\$72,000</b>	<b>\$4,000</b>	<b>\$4,000</b>
Site:	<b>Auke Bay</b>	<b>Johnson Youth Center</b>	<b>Juneau-Douglas HS</b>
Switches:	\$27,500	\$3,000	\$0
Wireless:	\$20,000	\$500	\$15,000
Total:	<b>\$47,500</b>	<b>\$3,500</b>	<b>\$15,000</b>
Site:	<b>Mendenhall River</b>	<b>Miller House</b>	<b>TOTAL FY 2008-2009</b>
Switches:	\$33,500	\$6,000	<b>\$284,000</b>
Wireless:	\$20,000	\$500	
Total:	<b>\$53,500</b>	<b>\$6,500</b>	
Site:	<b>Riverbend</b>	<b>Floyd Dryden</b>	<b>Completed Renos/New Building 2005-2008:</b>
Switches:	\$43,000	\$0	Juneau-Douglas High
Wireless:	\$20,000	\$15,000	Floyd Dryden
Total:	<b>\$63,000</b>	<b>\$15,000</b>	Thunder Mt. High School

The second and third cycles (FY2010) begin to address computer replacement for aging computer lab equipment and includes:

- Juneau-Douglas high school business computer labs
- Program Learning lab (Plato)
- Fast ForWord computer labs
- YaaKoosge 1to1 Laptop initiative
- District-wide librarian computers

The third and fourth cycles (FY2011 through FY2013) would continue upgrading program specific computer labs and those sites that are six to seven years into their renovation with regard to replacement and upgrades of computer hardware. (See Chart 2 Below)

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REPLACEMENT CYCLE FOR TECHNOLOGY				
	2009-2010	2010-2011	2011-2012	2012-2013
Site:	<b>Juneau-Douglas HS</b>	<b>Johnson Youth Center</b>	<b>Glacier Valley</b>	<b>Juneau-Douglas HS</b>
Computers:	\$90,000	\$37,500	\$50,000	\$50,000
Software:	\$3,000	\$1,250	\$2,500	\$2,500
Total:	<b>\$93,000</b>	<b>\$38,750</b>	<b>\$52,500</b>	<b>\$52,500</b>
Site:	<b>FF Word RB/GT</b>	<b>District Wide Librarians</b>	<b>Harborview</b>	<b>Mendenhall River</b>
Computers:	\$52,500	\$30,000	\$50,000	\$50,000
Software:	\$1,750	\$1,000	\$2,500	\$2,500
Total:	<b>\$54,250</b>	<b>\$31,000</b>	<b>\$52,500</b>	<b>\$52,500</b>
Site:	<b>FF Word AB/MR/GV</b>	<b>Program Learning</b>	<b>Miller House</b>	<b>Riverbend</b>
Computers:	\$67,500	\$37,500	\$24,000	\$50,000
Software:	\$2,250	\$1,875	\$1,200	\$2,500
Total:	<b>\$69,750</b>	<b>\$39,375</b>	<b>\$25,200</b>	<b>\$52,500</b>
Site:	<b>FF Word DZ/FD</b>	<b>Yaakoosge 1to1</b>	<b>Gastineau</b>	<b>Transistions</b>
Computers:	\$45,000	\$50,000	\$50,000	\$7,500
Software:	\$1,500	\$2,500	\$2,500	\$375
Total:	<b>\$46,500</b>	<b>\$52,500</b>	<b>\$52,500</b>	<b>\$7,875</b>
Site:		<b>Floyd Dryden</b>	<b>Auke Bay</b>	<b>Maintenance</b>
Computers:		\$50,000	\$50,000	\$3,000
Software:		\$2,500	\$2,500	\$150
Total:		<b>\$52,500</b>	<b>\$52,500</b>	<b>\$3,150</b>
Site:		<b>JCCS</b>	<b>Montessori</b>	<b>Dzantiki'Heeni</b>
Computers:		\$7,500	\$15,000	\$50,000
Software:		\$375	\$750	\$2,500
Total:		<b>\$7,875</b>	<b>\$15,750</b>	<b>\$52,500</b>
Site:				<b>Thunder Mt. HS</b>
Computers:				\$50,000
Software:				\$2,500
Total:				<b>\$52,500</b>
	<b>TOTAL FY 2009-2010</b>	<b>TOTAL FY 2010-2011</b>	<b>TOTAL FY 2011-2012</b>	<b>TOTAL FY 2012-2013</b>
	<b>\$302,250</b>	<b>\$222,000</b>	<b>\$250,950</b>	<b>\$273,525</b>
	<b>Planned Renovations:</b> Glacier Valley Harborview	<b>Planned Renovations:</b> Gastineau Marie Drake District Offices	<b>Planned Renovations:</b> Gastineau	<b>Planned Renovations:</b> Auke Bay Mendenhall River

## Juneau School District Technology Plan 2008-2011

The fifth and six cycles (FY2014-2015) address those sites that are six to seven years into their renovation with regard to network infrastructure replacements and/or upgrades. (See Chart 3 Below)

<b>REPLACEMENT CYCLE FOR TECHNOLOGY</b>			
<b>2013-2014</b>		<b>2013-2014 (cont.)</b>	<b>2014-2015</b>
Site:	<b>Juneau-Douglas HS</b>	<b>Gastineau</b>	<b>Riverbend</b>
Switches:	\$52,000	\$30,000	\$43,000
Wireless:	\$20,000	\$3,000	\$20,000
Total:	<b>\$72,000</b>	<b>\$33,000</b>	<b>\$63,000</b>
Site:	<b>Floyd Dryden</b>	<b>YaaKoosge</b>	<b>Juneau Comm Charter</b>
Switches:	\$52,000	\$22,000	\$3,000
Wireless:	\$20,000	\$2,200	\$1,000
Total:	<b>\$72,000</b>	<b>\$24,200</b>	<b>\$4,000</b>
Site:	<b>Glacier Valley</b>	<b>Montessori</b>	<b>Johnson Youth Center</b>
Switches:	\$30,000	\$22,000	\$3,000
Wireless:	\$3,000	\$2,200	\$500
Total:	<b>\$33,000</b>	<b>\$24,200</b>	<b>\$3,500</b>
Site:	<b>Harborview</b>		<b>Miller House</b>
Switches:	\$30,000		\$6,000
Wireless:	\$3,000		\$500
Total:	<b>\$33,000</b>		<b>\$6,500</b>
		<b>TOTAL FY 2013-2014</b>	<b>TOTAL FY 2014-2015</b>
		<b>\$291,400</b>	<b>\$77,000</b>
		<b>Planned Renovations:</b>	<b>Planned Renovations:</b>
		Auke Bay	Dzantiki'Heeni
		Mendenhall River	Maintenance

Yearly review and realignment of this six-year cycle will be part of the JSD Technology Plan.

## Juneau School District Technology Plan 2008-2011

### **Action steps:**

The JSD site committees in cooperation with the JSD Tech Committee will:

1. Assess all sites regarding equitability in terms of district goals and access.
2. Assess district technology in terms of Americans with Disabilities Act compliance.
3. Establish a replacement schedule for hardware and software.
4. Coordinate curriculum computer applications (such as Fast ForWord) with the IT Department.
5. Establish standards for server access and password security.
6. Assess building infrastructure and schedule upgrades, including wireless technology.

**Timeline:** 2008-2009 school year, schedule a five-to-six year replacement cycle.

**Budget requirement:** The charts above outline the District's Information Technology Department's planned replacement cycle budget.

## **PROFESSIONAL DEVELOPMENT**

Students and staff will expand the use of technology to meet district goals.

### **Staff involvement**

- Implement technology meetings/training on a regular basis (once a trimester/semester) among grade level teachers.
- Survey staff to find out their level of expertise and then tailor training to utilize and expand upon existing knowledge.
- Encourage staff to establish annual technology goals.
- Provide incentives for staff to use and demonstrate effective technologies.
- Build a common mission between the Information Technology Department and education delivery operations.
- Provide innovative technology devices for demonstration projects.

**Staff training** There exists among staff a wide range of expertise in the ability to use and integrate technology effectively into the curriculum. While the average computing skill levels among staff and students has increased dramatically, there is still the need to provide training in basic areas of information technology such as:

- Use of operating system features;
- Use of video, peripherals, and special purpose devices such as graphing calculators, digital white boards, projectors, document cameras, etc.;
- Use of application features for word processing and spreadsheets. In addition, yearly training should be available through district in-services for such applications as email and internet browsing.

### **Additional staff –development goals:**

- Employ a technology trainer in the district with a schedule of implementation and a budget (possibly a function of the Technology Coordinator);
- Expand technology mentor contracts to make them available K-12;
- Provide training for staff in data-driven decision making;
- Support interested staff in attending technology conferences;
- Establish a local and/or regional educational technology conference in conjunction with UAS, CBJ, the State of Alaska and/or businesses,;
- Provide training with college credit for staff.

### **Action steps:**

1. Survey staff to determine technology integration competency levels utilizing a tool similar to Craig School District, but revising with JSD Technology Curriculum in mind.
2. Increase district-wide staff development opportunities in technology integration with grade-alike meetings at building and all-staff in-services, plus specific workshops to increase competency levels.



## Juneau School District Technology Plan 2008-2011

3. Provide training in data-driven decision making, utilizing programs such as PowerSchool.
4. Hold a district or regional technology symposium in order for staff to share, collaborate, and receive professional development in technology integration.
5. Provide opportunity for staff to attend technology conferences (like ASTE) as incentive for growth in raising technology integration competency level in the form of a mini grant.

### **Timeline:**

2008-09 school year:

- Develop staff pre-survey tool for determining technology integration competency level and administer staff survey;
- Establish technology mentors K-12;
- Utilize all mentors as trainers for site and all-staff in-services;
- Continue monthly workshops provided by IT staff to site computer technicians to collaborate, share, and receive special training;
- Establish a training schedule for specific competency levels;
- Administer a post-survey tool to determine impact of activities.

2009-10 school year:

- Provide training in data-driven decision making (using PowerSchool or other programs);
- Administer pre and post survey in competency levels;
- Establish training schedule for specific competency levels;
- Continue with in-service trainings and monthly information technology workshops;
- Provide opportunity for staff to attend ASTE or other technology conferences;
- Hold Technology Symposium in the spring of 2010.

2010-11 school year:

- Utilize data from previous two years to determine best use of mentors, competency level training, and in-service use;
- Continue with previous activities from 2009-2010;
- Administer survey to determine impact of activities for next three-year technology plan.

### **Budget requirements:**

- \$50,000 initial year, \$75,000 year two and three

## RESOURCES

The Juneau School District Technology Committee Recommends that the District have a dedicated staff position to provide leadership and direct the district's progress and organization in the area of technology. Reinstating the Technology Coordinator position would greatly improve the success of the JSD Technology plan goals.

The strategies realized by reinstating that position are:

- Coordination of all hardware and software purchases;
- Partners and establishes a liaison between the IT and curriculum departments;
- Coordinates technology staff development;
- Promotes district awareness of trends and advocate for continuing improvement;
- Manages ongoing technology funds;
- Provides leadership for continuity and communication among sites;
- Advocates for and coordinate funds and opportunities both in and outside the district;
- Streamlines integration of resources including printers, fax machines, photocopiers, telephones etc.;
- Implements the use of digital whiteboards, projectors, security technology, and include infrastructure for the use of wireless devices;
- Compares lease versus purchase for hardware and network devices; and
- Investigates open source software and freeware.

### **Proposed Action Steps: Alternative One**

1. School Board approves JSD Technology plan.
2. The JSD Technology Committee is established as an ongoing entity with resources and support.
3. The IT Department is adequately staffed according to technology needs
4. A District Technology Coordinator is hired beginning July 1, 2008
5. Per the approved technology plan, the committee continues to meet monthly to establish district technology standards.
6. A Juneau School Board presence is established on the committee
7. The Technology Coordinator will review Juneau School District technology purchases and make recommendations starting August 2008.

**Timeline:** As noted above.

**Budget:** The Technology Coordinator position based upon the JSAA salary schedule and base benefits would be approximately \$92,000. The budget for the District's current replacement cycle is contained in the budget summary included in this report. Subsequent budgets will be determined either by the independent consultant report or the work of the Technology Coordinator.

### **Proposed Action Steps: Alternative Two**

1. The Juneau School District will hire an independent consultant not associated with any hardware or software vendor or manufacturer beginning July 1, 2008 to

## Juneau School District Technology Plan 2008-2011

- provide a more detailed inventory of JSD educational technology needs and make recommendations for technology purchases to support future needs and trends.
2. The JSD Technology Committee remains intact as an ongoing entity with resources and support.
  3. The IT Department will work closely with the consultant to determine both technology and IT staffing needs.
  4. Proposed Action Steps: Alternative One Numbers 4 through 7 (which includes hiring a District Technology Coordinator in year two) above will be implemented following the completion of the independent consultant report.

**Timeline:** As noted above.

**Budget:** A budget of \$70,000 will be set for the independent consultant. The budget for the District's current replacement cycle is contained in the budget summary included in this report. Subsequent budgets will be determined either by the independent consultant report or the work of the Technology Coordinator.

**Grants -** Funding from various grants and partnership have been used to supplement technology purchases and programs. Examples are:

- From 2004 through 2007 the school district used funds from the PEP Grant, which implemented the L.I.F.E. on the Move program. This program was designed to foster and increase healthy lifestyles with nutrition and exercise. Funds from the grant were used to implement trainings designed to integrate technology into the physical education department.
- State Title II-D currently funds technology mentors at the secondary level. These mentors provide leadership and coaching in technology integration at the site level at the middle school and high school level.
- The Transitions grant has funded a variety of technology integration enhancements in the district targeted at Alaska Native students making the early transition into high school. Projects have included funding a computer building camp, an Alaska-marine science camp utilizing GPS/GIS and multi-media, and support for multi-media hardware and software in the high school and alternative high school.
- The previously mentioned Geo Treks project funded through E2T2 competitive funds.
- A computer upgrade grant from the City via the Legislature that assisted in replacing outdated student computers throughout the district.

The Juneau School District will continue to pursue grants to supplement district technology integration.

## Juneau School District Technology Plan 2008-2011

**Action steps:**

1. Pursue available grant funding.

**Timeline:** Ongoing

**Budget requirements:** To be determined

### **Technology Budget Summary**

The Juneau School District network infrastructure was originally funded with two technology bonds in the 1990s. These bonds provided:

- Basic network infrastructure (communication closets components such as routers, hubs, cabling)
- Computer hardware and software

Since the expiration of the bonds, purchases are made from building remodel money, grant purchases, and district funds. This plan asks for a budget sufficient to support technology.

### **Goals:**

- A technology budget that includes allotment for building infrastructure, replacement of computer hardware and software
- Develop district-wide procedures for repairs and maintenance.
- Provide for ongoing district-wide staff development
- Assure that the district's technology infrastructure supports access requirements (prioritizing schools that are not scheduled for renovation)
- Provide adequate technology staff support at all sites and the IT Department
- Develop and implement an upgrade cycle that evaluates technology, creating a specific budget line item for district technology spending needs on five to six-year basis

These activities would occur under the leadership of a Technology Coordinator in collaboration with the JSD Technology Committee and/or assistance in meeting the above would be provided by an independent consultant. The Technology Coordinator and/or consultant would also closely work with the IT Department for technical support and district-wide cohesion. This plan aims to empower the Technology Committee and the Technology Coordinator to remedy pressing problems and guide the district into the years ahead.

### **Action steps:**

1. The Technology Coordinator and/or Consultant works with other administrators to establish which hardware and software purchases are the District's responsibility and which are building responsibility.
2. The Technology Coordinator will work with the IT and Curriculum departments to better integrate software and hardware with district goals.
3. The Technology Coordinator, with the IT Supervisor, will present the request for line item district funding for overall technology to the board in the spring of 2009 and ensuing fiscal years for the lifespan of this technology plan.

### **Timeline:**

A line item for JSD Technology begins with the 2009-2010 budget.

## Juneau School District Technology Plan 2008-2011

**Budget requirement:** Previously established for Action Step options one and two.  
Additional budget requirements to be determined during the 2008-2009 school year.

### Budget Summary

<b>Budget Category</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>Goals, Standards and Strategies</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
<b>Technology Integration</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
<b>District-wide Integration</b>	<b>\$70,000 (allocated)</b>	<b>\$70,000</b>	<b>\$70,000</b>
<b>Zone Integration System</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
<b>Technology Replacement Cycle</b>	<b>\$284,000</b>	<b>\$203,250</b>	<b>\$222,000</b>
<b>Professional Development</b>	<b>\$50,000</b>	<b>\$75,000</b>	<b>\$75,000</b>
<b>Resources: Alternative One</b>	<b>\$92,000</b>	<b>\$92,000</b>	<b>\$92,000</b>
<b>Resources: Alternative Two</b>	<b>\$70,000</b>	<b>\$92,000</b>	<b>\$92,000</b>
<b>Resources: Grants</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
<b>Technology Plan Review</b>	<b>\$17,000</b>	<b>\$17,000</b>	<b>\$17,000</b>
<b>Children's Internet Protection Act</b>	<b>\$10,000 (allocated)</b>	<b>\$10,000 (allocated)</b>	<b>\$10,000 (allocated)</b>

## **ACCOUNTABILITY**

**Goal:** To provide ongoing feedback for continuous improvement of technology with regard to technology curriculum, hardware, software, and building infrastructure

### **Evaluation**

#### **Survey staff**

This plan recognizes the importance of regular communications among staff, with a need for ongoing information. This plan aims to establish an avenue for staff feedback regarding the accomplishments and opportunities for improvements of this plan to the JSD Technology Committee. This survey would ask for and provide:

- Feedback in the form of several questions about how technology is working for individuals and if the plan aligns with on-site reality.
- Assessment of staff's familiarity with the plan

The first year's survey would emphasize awareness of the plan and solicit staff development needs. The survey would need to gauge staff and student infrastructure, as it supports the Tech Plan goals. In addition:

- The Technology Coordinator will attend local site committee meetings to provide cohesion among sites, and to collect additional evaluation data.
- Need to clarify the roles of JSD Technology Committee and site technology committee members. The district will encourage and/or establish site technology committees.

#### **Action steps:**

1. Continue clear communications between the JSD Tech Committee, site tech committees, and school district administration to ensure the continuity and collaboration of technology goals.

**Timeline:** Ongoing

**Budget requirements:** None

### **Technology Plan Review**

- The ongoing JSD Technology Plan (including goals and activities) will be clear and concise for staff overview
- The JSD Technology Coordinator will compile reports with the JSD Technology Committee.
- Consult with other districts, state, local, and federal agencies at the Alaska Association for Technology in Education conference (ASTE) in February of each year
- JSD Technology Committee revises plan annually by February according to information gathered at this conference.

## Juneau School District Technology Plan 2008-2011

- Rework the revised plan in March, communicate plan revisions to the school board and district staff
- Submit the plan and annual addendums to the Alaska Department of Education and Early Development according to their requirements.

### **Addenda to the Technology Plan**

With each round of evaluation, the district will create an addendum to the plan:

- In order to make the plan a living document, it should be available in electronic format (Wiki, Weblog, or other content management system) for comment and revision.
- Possible activity: pairing with other districts (like Bering Strait) to learn from each other.

### **Action steps:**

1. Survey staff focusing on Tech Plan awareness with secondary focus on reliability of technology to meet the goals of the plan.
2. Technology Coordinator attends site technology committee meetings; establishes the district roles for site committees
3. Establish partnerships with district(s) with parallel goals Collaborate with attendees at ASTE Conference
4. District Technology examines survey data, reviews the plan, and determines the focus for the following year.

### **Timeline:**

- Spring '08 – Technology Committee drafts potential survey
- Start of school – communication of plan to site staff meetings
- Fall '08 – Technology Committee reviews initial data from survey; advise roles for addressing needs
- Ongoing – Technology Coordinator liaisons with site committees
- Feb '09 – Members of JSD Technology Committee attend ASTE to collaborate
- Spring '09 – follow-up survey with staff: JSD Technology Committee reviews data and determines focus of the plan for the '09-10 school year.

### **Budget requirement:**

- \$15,000 for ASTE attendance.
- \$2,000 for JSD Technology Committee work sessions.



## **CHILDREN'S INTERNET PROTECTION ACT**

Internet access at the Juneau School District is protected using a combined hardware and software approach that employs content filtering that meets the CIPA requirements.

In addition, the Juneau School District has acceptable Internet use policies and regulations. A list of these policies are included in Appendix A.

### **Action Steps:**

1. Maintain firewall security with yearly maintenance and software upgrades
2. Establish an upgrade and replacement scheduled for firewall appliances

### **Timeline: Annually**

### **Budget requirements:**

- Provisions are included in the IT Department's budget for approximately \$10,000 per year.

## **APPENDICES**

## Appendix A

## Appendix A: Juneau School District Internet Policies

The Juneau School District believes that computers and electronic communication technology are important educational tools. The district provides students, faculty and staff with access to computers and electronic information resources for educational and operational purposes.

Use of any of the district's technology is a privilege and not a right. Each student/teacher/staff member is expected to use the district's computer technology in an appropriate manner, which requires that use be efficient, ethical, and legal. The Superintendent shall develop regulations governing student and staff use of the district's computers and electronic communication resources.

Failure to abide by the regulations adopted pursuant to this policy may result in termination of the offender's privilege to use the district's computer technology and/or other disciplinary measures appropriate to the offense.

Adopted: 02/16/1999  
Regulation Text

### COMPUTER USAGE I. APPROPRIATE USES

As with any other equipment provided by the district, computer technology is provided in order to further the district's educational and operational purposes.

Student personal use of computers that is consistent with the district's educational mission may be permitted in connection with an educational activity when authorized by a student's teacher or appropriate administrator. District staff will monitor the online activities of students.

Staff personal use of computers that is consistent with the district's educational mission may be permitted at times when it will not interfere with the staff member's employment responsibilities, when authorized by the staff member's immediate supervisor or other appropriate administrator.

All users of the Internet and the district's internal computer systems (intranet), must abide by generally accepted rules of network etiquette. These include, but are not limited to, the following:

a) Be polite. Do not be rude or abusive towards or about anyone, regardless of whether or not they are the recipients of a message or file;

- b) Use appropriate language. Do not use vulgar or profane language.
- c) Keep personal information confidential, except where its release is specifically authorized;
- d) Do not use any of the district's technology in a way that could disrupt the district's educational program or operations, or that could disrupt use of the technology by others.
- e) Do not use any of the district's technology in a way that invades the rights of others.

In addition to any other uses that are not appropriate or which would violate the guidelines in these regulations, the district strictly prohibits and will not tolerate any use of its technology for activities related to the

- a) violation of any local, state or federal law;
- b) access, receipt, display, or transmittal of any pornographic or lewd information or access by minors of any material that is "harmful to minors" as defined in the Children's Internet Protection Act;
- c) access, receipt, display or transmittal of information pertaining to the construction, manufacture or use of weapons, injurious devices, or toxic, poisonous or injurious substances except in the context of an approved educational or operational activity;
- d) participation in or organization of gambling;
- e) solicitation of or transaction of personal business or other profit-making activity, except in the context of an authorized educational activity;
- f) promotion of local, state, or national political causes or candidates;
- g) promotion of religion or religious activities;
- h) harassment or degradation of any individual or group;
- i) release of personally identifiable information about a student in violation of the district's student records policy and regulations;
- j) unauthorized access of computer files, websites or systems, whether internal or remote or any other form of computer "hacking".

The prohibitions regarding political and religious speech contained in subsections f) and g) above are not intended to restrict personal, non-harassing speech that is protected by the First Amendment. They are intended solely to prevent speech that is school-sponsored or communicated under circumstances that give the appearance of school sponsorship, and to prevent district resources from being used unlawfully to support political or religious causes. Where access to district computer resources is provided to student groups, it shall be provided consistent with the requirements of federal laws relating to equal access.

## II. PROTECTING AGAINST HARM TO THE TECHNOLOGY

Computer technology of any kind is fragile and sensitive to disruption and destruction for many reasons. It is the responsibility of all users to exercise caution and to take affirmative steps to protect the security and integrity of the district's technology.

Efforts to bypass internal or external security systems or controls are strictly prohibited. Efforts to access blocked sites are also prohibited, except when authorized by the Superintendent or Superintendent's designee for an investigation or other operational purpose.

The district is particularly concerned about the introduction of damaging computer viruses. Such viruses can be transmitted easily and in a number of different ways. Caution must be exercised when transferring any files over the Internet or by any other means. District approved virus protection software shall be installed on district computers. Users may be liable for any damage caused to the district's technology if they fail to follow the precautions described in this policy.

Software not provided or approved by the district will not be supported and may be removed unless the user has received specific authorization from the designated systems administrator

## III. PROHIBITION OF ANY INFRINGEMENTS TO INTELLECTUAL PROPERTY RIGHTS

Users are responsible for assuring that none of their uses of the district's technology could in any way violate applicable copyright, trademark or patent laws. In general, before duplicating any software, users must obtain the express written consent of its publisher.

Unauthorized duplication of the district's software is strictly prohibited. Users will be liable for any damages caused by their infringement of the intellectual property rights of others.

## IV. CONFIDENTIALITY, SECURITY AND REPRESENTATIONS

The district is concerned with the risk of release of confidential or sensitive information and access to its systems by unauthorized persons. The district is also concerned with liabilities that could result from its misrepresentation on the Internet or through other electronic communications.

Users shall not disclose any confidential information to unauthorized persons. This specifically includes confidential educational and personnel records. Users should not disclose their password, user identification information, or remote dial-in

phone numbers to anyone except the systems administrator. Users who discover any actual or potential security problem or release of confidential information should report it immediately to the systems administrator.

In addition, users must be cautious not to use the district's technology to broadcast or in any way distribute statements on the Internet or elsewhere that could be understood by others to be representations by the district unless such statements are specifically authorized by the district.

#### V. NO EXPECTATION OF PRIVACY

Users should not expect privacy in any of their uses of the district's computer technology. In the normal course of operations or in connection with an investigation, the district may log, retain and store data that record the contents of electronic mail messages received to and from employees/students, documents produced by students/employees, and information accessed over the Internet or through any other means.

Information that users may have deleted may not be eliminated fully from the computer system. Users should assume that there exists a permanent record of everything that they do involving the district's technology. Computer maintenance, installation of upgrades, and other such activities within the district's normal course of operations may reveal the contents of information contained in the technology and its systems.

In addition, the district, in its sole discretion, may monitor and review any user's use of its computer technology in order to assure compliance with this or any other of the district's policies. The district need not provide users with any further notice before it monitors or reviews any information that users may have received, transmitted, created or stores while using any of the district's technology.

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#### VI. PUBLICATION GUIDELINES

For the safety of our students, it is important that we follow guidelines concerning the publication of personal information on district web pages. Student information, stories, poems, artwork, reports, photographs, videos, etc. may only be published with signed parental permission. Forms must be located in a central location in the building.

All schools or departments:

- No home numbers or addresses may be published.
- No student e-mail addresses may be published.
- Content of the web page(s) must comply with school board policies and the Juneau School District Code of Conduct.

## Juneau School District Technology Plan 2008-2011

- Students, staff, and activity web pages housed outside the Juneau School District web server must comply with the Juneau School District publication guidelines in order to be linked to the District web pages.
- Information published about students must comply with Policy #5770, Parent and Student Right to Privacy.
- Student work must be edited and approved by a teacher or advisor.

### Elementary/Middle Schools and Students:

- No individual student photographs or last names may be published.
- Non-identifying group photographs may be published with signed parental permission.

## VII. CONSEQUENCES FOR VIOLATION OF THE POLICY

Failure to comply with these regulations could result in the temporary or permanent revocation of the privilege to use the district's technology. It could also subject offenders to discipline which may include, but is not limited to, suspension or expulsion from school/discharge from employment. In the event that a user's violation of this policy causes damage to any district property or the incursion of any liability by the district, the user may be held personally liable for the damage or costs incurred by the district.

2/16/99

Revised 6/5/01

Revised 6/20/06

Revised 10/3/06



## Appendix B



# Juneau School District Communications Plan

December 4, 2007

Prepared by  
Susan Stark Christianson  
Communications Coordinator



**JUNEAU SCHOOL DISTRICT**  
CITY AND BOROUGH OF JUNEAU

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## Introduction

*“Leadership, alliance-building and finding common cause; these are the things to which the best politicians dedicate their lives.” - Author unknown*

The purpose of this communications assessment/audit is to provide an analysis of the Juneau School District’s internal and external communications functions. According to The Public Relations Journal a communications assessment is designed to “...take a picture of the communication needs, policies, practices and capabilities and to uncover necessary data to allow top management to make informed, economical decisions about future objectives of the organization’s communications.”

An assessment helps measure cost effectiveness, evaluate ongoing programs, and provides valuable data for developing and/or restructuring communications functions, guidelines and budgets. According to the Public Relations Society of America, “Communications audits are particularly helpful to organizations when new policies and structures are being implemented, during periods of labor unrest and during periods of change.”

This project provides an analysis of the District’s current internal and external communications functions and outlines a series of implementation recommendations for consideration by the Superintendent and the Board of Education.

For the purpose of this assessment, the term “communication” refers to the effective use of the written and spoken word, use of a clear and consistent message and implementation of effective graphic standards. It also refers to the way the District relates to the public, the way it listens and responds to public concerns, and the quality of the service it provides the public with that communication. This report makes recommendations for improving a wide range of internal and external communications functions to better align them with the established goals of the District and with the goals outlined by the Board. It also seeks to measure the effectiveness of resource allocation relative to established goals. Recommendations are built to improve the delivery system and the effectiveness and efficiency of the communications system currently in place.

### ***Background***

On May 20, 2006 the Juneau Board of Education met for the purpose of reviewing the Board’s self-assessment and creating a plan for improvement. Among the recommendations that came out of that meeting was to, “Develop a focused communications/public relations plan that would allow the District to more consistently report progress to the public and ‘tell the District’s story’ to a broader audience through a variety of media.”

The Board outlined the following:

- “Engage an outside consultant to lead the discussion and help develop a plan for how the district can address communications/public relations more consistently;
- Assign responsibility for this planning and consistent implementation;
- Decide ‘who, what, when and how’ regarding communications;
- Budget for it, so that it is a recognized priority;

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- Tap community expertise to help with planning, etc.”

In the fall of 2007 the Board convened an Ad Hoc Communications Committee and charged the Committee with developing a plan to improve the District’s communications efforts. In February 2007 the Ad Hoc Committee presented a report to the Board addressing three areas for additional District focus on communications:

- Electronic communications- including the District’s and individual school web sites;
- Non-electronic communications – including school and classroom newsletters; and
- Other media communications.

In August, 2007, the District hired a Communications Manager and set as the Manager’s priorities implementation of the Ad-Hoc Committee report. This report is provided as a follow-up to the February 2007 Ad-Hoc Communications Committee report. It provides a more in-depth analysis of the District’s internal and external communications needs, action steps for addressing those needs and, wherever possible, costs and timelines associated with implementation recommendations. The aim of this report is to provide a roadmap for addressing short and long-term communications and public relations issues.

### *Communications Assessment/Audit for the Juneau School District*

Assessment questions were developed by the Communications Manager based on experience conducting communications audits for a wide range of clients, including Southeast Alaska Regional Health Consortium, the State of Alaska, the Alaska Department of Labor & Workforce Development, Central Peninsula General Hospital and other public and private entities both in Alaska and the Lower 48. From August 10 through October 15, 2007, a series of one-on-one interviews were conducted with the Superintendent, Central Office staff, principals, assistant principals, school staff and a wide range of public stakeholders. Individual responses were compiled into key areas and became the basis for the aggregate suggestions contained in this report.

Interviewees were encouraged to be direct and straightforward and told that no names or other identifying factors would be associated with suggestions. This approach is standard in communications assessments in order to protect the integrity of the assessment interview process and enhance the results. A total of 45 half-hour to one-hour interviews (23 with District staff and 22 with business and community stakeholders) took place during the assessment process.

While it was determined early in the process that the scope of the assessment would not include a statistical or quantitative analysis of the effectiveness of external communications from the point-of-view of external stakeholders, the survey completed for the Next Generation implementation process did contain some analysis of public relations issues. Pertinent information from that survey is contained in this report. It is suggested later in this report, that conducting regular public surveys should be a consistent part of the District’s communications plans, helping to further identify strengths and weaknesses of the District’s communications and public information mix and assisting in the evaluation of District efforts.

*Why Communications Matters*

According to the Public Relations Society of America:

**Proactive communications** is a strategic resource that helps shape perceptions by building a foundation of informed opinions.

**Credible communications** mirrors behavior and strengthens reputations.

**Integrated communications** – a combination of those communications that are direct and those that work to encourage third-party support – delivers results.

**Effective communications** is both exciting and thoughtful. It draws on a range of techniques and methodologies.

**Sophisticated communications** builds on knowledge, research and creativity; respects differences of all kinds; is both local and global; and addresses critical issues openly and directly.

The recommendations in this document aim at building a strategic foundation for proactive, credible, integrated, effective and sophisticated communications functions within the District.

*Research Base*

In addition to interviews and financial research garnered from District records, the recommendations in this report are based on Public Relations Society of America communications research indicating that to be effective, communications functions must be tailored to individual stakeholder audiences – both internal and external - and must enhance relationships with those affected by decisions.

Administrative recommendations are also based on ground-breaking research by Malcolm Gladwell, published in the national best-seller “The Tipping Point: How Little Things Can Make a Big Difference.”

“The Tipping Point” is a book about change. In particular, its research presents a new way of understanding why change so often happens as quickly and as unexpectedly as it does. For example, why did crime drop so dramatically in New York City in the mid-1990’s? How does a novel written by an unknown author end up as national bestseller? Why do teens smoke in greater numbers, when every single person in the country knows that cigarettes kill? Why is word-of-mouth so powerful? What makes TV shows like Sesame Street so good at teaching kids how to read?

According to Gladwell, the answer to all those questions is the same. It’s that ideas and behavior and messages and products sometimes behave just like outbreaks of infectious disease. They are social epidemics. “The Tipping Point” examines the social epidemics that surround us and it examines the impacts those social epidemics have on developing effective communications strategies.

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Gladwell's theory and its implications for communications came from the world of epidemiology. According to Gladwell, if you talk to the people who study epidemics you realize that they have a strikingly different way of looking at the world.

"They don't share the assumptions the rest of us have about how and why change happens," he writes. "The word 'Tipping Point,' for example, comes from the world of epidemiology. It's the name given to that moment in an epidemic when a virus reaches critical mass. It's the boiling point. It's the moment on the graph when the line starts to shoot straight upwards. AIDS tipped in 1982, when it went from a rare disease affecting a few gay men to a worldwide epidemic. Crime in New York City tipped in the mid 1990's, when the murder rate suddenly plummeted."

Gladwell looked for tipping points in business, in social policy, in advertising and in any number of other non-medical areas and at how these tipping points affect social change.

Why does thinking in terms of social epidemics change the way we view the world of communications? According to Gladwell, this change in thinking is important "because epidemics behave in a very unusual and counterintuitive way." Gladwell says, "Things can happen all at once, and little changes can make a huge difference. That's a little bit counterintuitive. As human beings, we always expect everyday change to happen slowly and steadily, and for there to be some relationship between cause and effect. And when there isn't — when crime drops dramatically in New York for no apparent reason, or when a movie made on a shoestring budget ends up making hundreds of millions of dollars — we're surprised. I'm saying, don't be surprised. This is the way social epidemics work."

His theory that "ideas and behaviors and new products move through a population very much like a disease does" isn't just a metaphor. His research explores how ideas can be contagious in exactly the same way that a virus is. This concept is similar to the idea of "memes," a concept that has become popular in academic circles. A meme is an idea that behaves like a virus - that moves through a population, taking hold in each person it infects.

The importance of these theories to this report is that Gladwell outlines how to start "positive" epidemics. Understanding what it takes to start a positive epidemic is not an abstract or academic point when it comes to the world of external communications strategies. It's very practical. And it's very hopeful. It's brain software that helps us understand how changes in attitudes and behaviors can happen with what appears to be counterintuitive input – small things that create big changes. It is hoped that the recommendations contained within this report will be viewed in part within the context of Gladwell's research.

In addition, this report looks at ways to support the District's educational goals through communications and at how to make the District more accountable for results.

According to Hon. Maurice McTigue, distinguished visiting scholar at the Mercatus Center at George Mason University and a Member of Parliament and Cabinet Minister involved in New Zealand's effective governmental reorganization, "A new theme around the world – to change government accountability from being responsible for spending the appropriation

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laid out by the Legislature, to being accountable for the benefit to the community of the expenditure of those monies – is now being actively pursued in 40 to 50 countries.”

McTigue writes, “If governments want to do new things, they are only going to be able to do them if they do the old things better or they replace some of the old things with new things they want to do. The bottom line of government,” he writes, “is ‘What is the value that you have produced for your community.’”

McTigue, who served as Cabinet Minister for New Zealand’s Department of Labor, looked at the results of employment programs he was responsible for that were designed to help people get back into the workforce. His department evaluated the program’s effectiveness in getting people work. What he found was that in order to make the changes necessary to improve the effectiveness of those programs, “being able to communicate your achievements to all stakeholders is a critical skill for the future. If information and knowledge can’t flow freely, you won’t get growth or innovation.”

McTigue suggests that developing the skill sets necessary to build communications strategies, including “how to design the message, how to make it appropriate to each level of the organization, and how to disseminate it widely throughout the organization” is essential for government to achieve results from its activities. “There needs to be a story,” he writes, “and understanding by the public or what you do and how beneficial that activity is the community.”

### *Summary of Communications Challenges*

The Juneau School District is clearly in an exciting period of change and opportunity. The District is undertaking a variety of creative actions aimed at enhancing its ability to educate each child effectively. Undertaking a concerted public communications effort over the next three years is a small part of the action steps the District needs to undertake to achieve its goals, including its goal of successfully transitioning to three high schools and implementing the development of small learning communities.

In assessing the overall communications and public relations activities over the past several years, it is clear that limited efforts have been made to communicate directly to the public, to develop ongoing informational programs targeted to populations, or to link public needs to District services.

A commonly cited perception of the District in public interviews is that the District functions somewhat in isolation. There also exists, according to both internal and external stakeholders interviewed, as somewhat negative or – at best – neutral public image of the District’s activities as a whole. In addition, there exists a general lack of public knowledge of some District-wide programs and services and how best to use them. The District’s overall past communications efforts have been insufficiently tied to the District’s current overall strategic goals. This is due, in part, to those goals and initiatives not always being clearly defined and to the District’s long history of not having a communications professional on staff.

In addition, the products produced by the District have not had a consistent graphic standard reflective of current communications trends. Educational and informational



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brochures, specific school communications to parents, and web sites have provided information without taking advantage of the opportunity to educate the public as to all the specific services available throughout the District. While anecdotal reports indicate satisfaction with individual teachers and schools, communications with the public as to the District's overall educational initiatives have been limited.

Because of the nature of government functioning and the District's commitment to site-based management, the District has also suffered from the "silo effect" – individual columns of activities by schools within the District that are not particularly coordinated. These "silos" do not take advantage of cross-communications opportunities and do not contribute to a consistent District-wide image.

This report aims at helping the District tell its story in order to enhance the effectiveness of its activities. It recommends the District use a mix of communications and public relations strategies to inform key audiences about the role of the District in helping to educate children and youth. The District must both change old attitudes and shape new ones.

To do this the District must:

- Develop consistent graphic standards;
- Develop and use a consistent message;
- Capitalize on its strengths;
- Implement a comprehensive and structured communications plan and maintain consistency over time;
- Make its communications and public relations efforts more effective and visible;
- Expand relationships with existing media; and
- Improve internal communications processes.

This report contains a variety of recommendations aimed at enhancing perceptions of the Juneau School District. Recommendations incorporate and expand upon those presented to the Board by the Ad Hoc Communications Committee in February 2007. Some of the recommendations can and should be implemented immediately. Others are longer term and should be implemented as time and budget allow.

Also included in this report are cost estimates for various recommendations. The estimates are provided as guidelines only. The Superintendent and Board of Education may choose to implement some or all of the recommendations and should use the estimates to help determine a reasonable communications budget.

Successful communications programs for businesses generally average between 1.5 to 2 percent of an organization's total budget, however governmental communications is generally lower. An advantage of governmental communications is that free media, such as public service announcements, are an available tool. This plan's aim is to enhance the effectiveness of any and all communications dollars spent.

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### Measurement

The success of a communications and public relations program can be measured by the impact on image, community relations and public satisfaction. This report outlines various components of a communications program that lays the vital groundwork for long-term, proactive relationships with key publics.

The plan recommends strategies that will provide the following results:

Result	Measurement Criteria
Enhance the overall image of the Juneau School District	Community focus groups Opinion leader input Improved public survey results
Increase community and student satisfaction	Improved public survey results Decreased drop-out rate Increased student attendance Improved school climate and connectedness survey results
Improve organizational culture	Increased staff satisfaction and longevity as measured by a staff survey conducted by an outside professional firm Improved school climate and connectedness survey results Increased public satisfaction as measured by a public survey
Improve media relations	Increased number and quality of media reports Increased number of positive media reports generated from school district public relations efforts

One of the most significant tools in developing and evaluating the effectiveness of an organization's public communications is the public survey. The Anchorage School District surveys constituents quarterly and often includes two to four additional surveys per year depending on issues. Public surveys are the only statistically valid way to garner information by which to understand public concerns, the need for educational efforts and by which to evaluate the effectiveness of communications programs. It is suggested that the District use this tool more regularly as part of its evaluation processes.

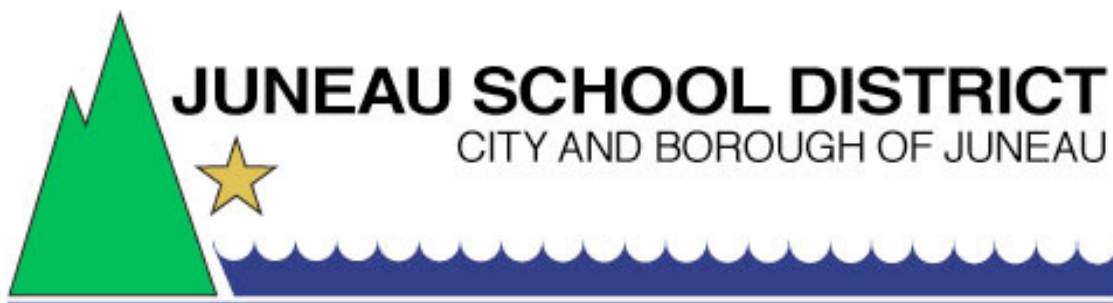
## Graphic Standards

### Logo Usage

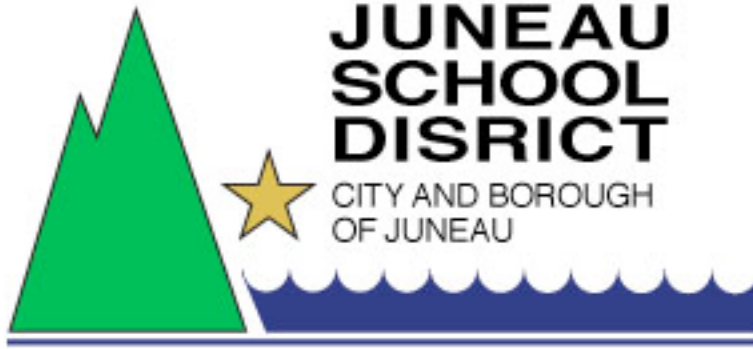
*Background:* The Juneau School District has not been using a consistent logo or had consistent graphic standards on printed materials or on its web site. As part of the assessment work associated with the development of this report, it became clear that not only does the District use a wide range of logo treatments that were developed but never officially adopted by the District, but it also uses a variety of fonts that are not consistent with the City's logo treatment or with each other. Use of a consistent graphic treatment across schools and departments is the single most effective way to unify various programs within the District into one identity. "Branding" the District to incorporate the official City and Borough logo will help focus the public around commonality in the District rather than differences.

*Implementation recommendation:* It is recommended that the District officially adopt and require use of the following logo treatments on printed and electronic materials. A horizontal and vertical logo treatment was developed to accommodate layout preferences. The consistent graphic treatment should be incorporated into all the District's printed materials as they are reprinted, including, but not limited to:

- Letterhead
- Fax transmittal sheets
- Memo sheets
- Mailing labels
- Business cards
- Routing and inter-office transmittal sheets
- Publications
- Newsletters
- Web sites.

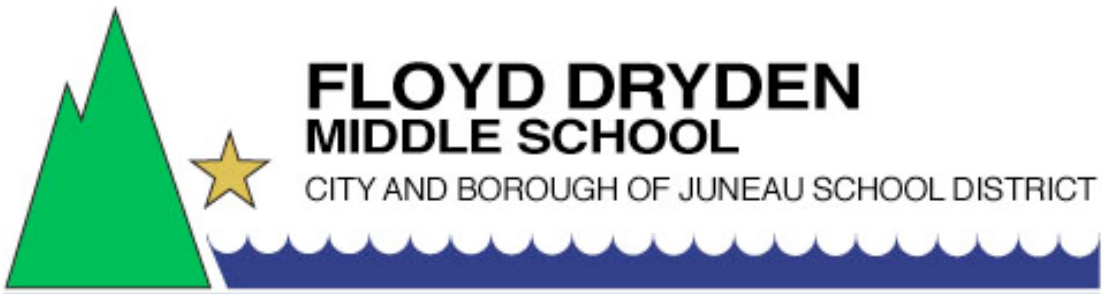
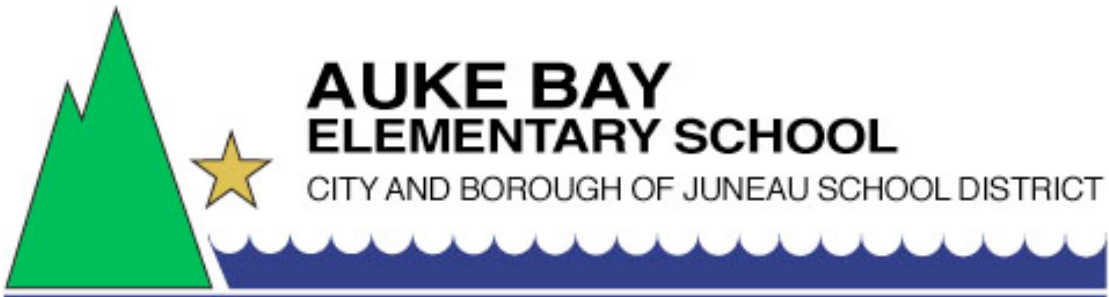


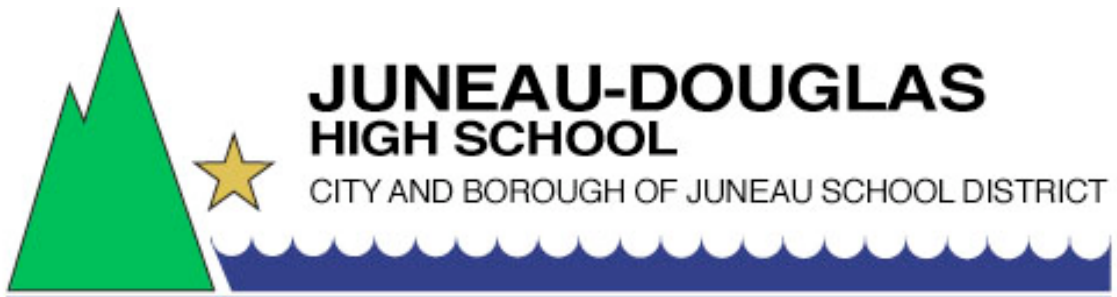
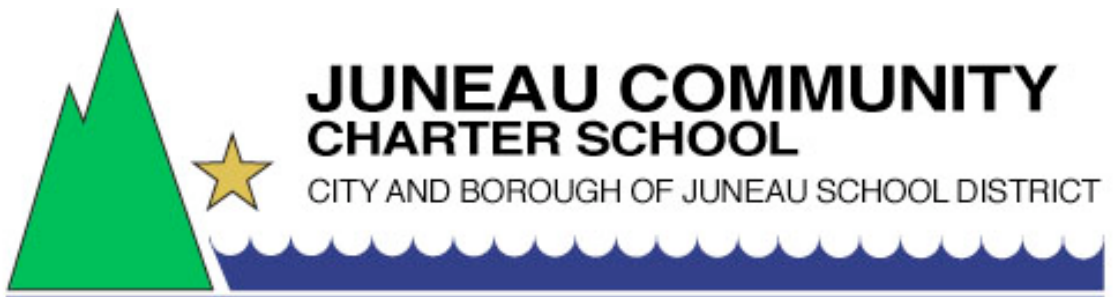
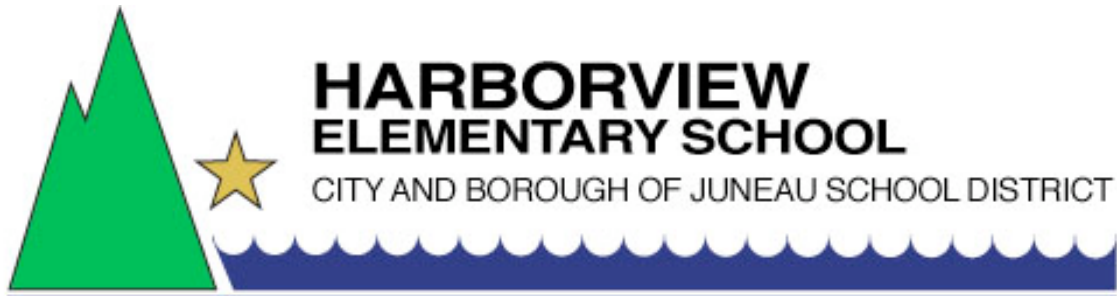
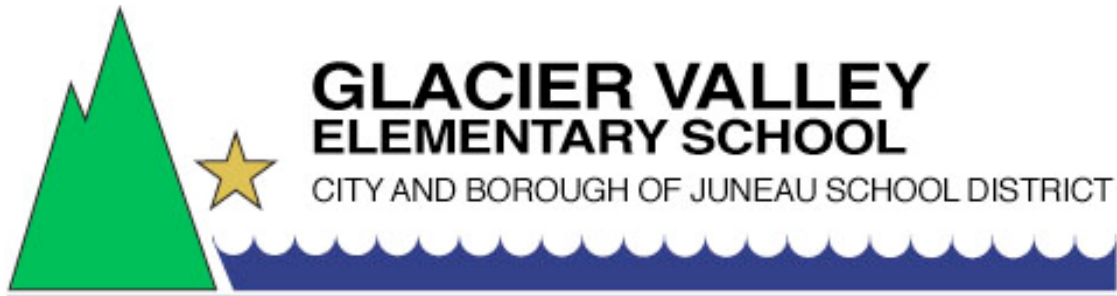
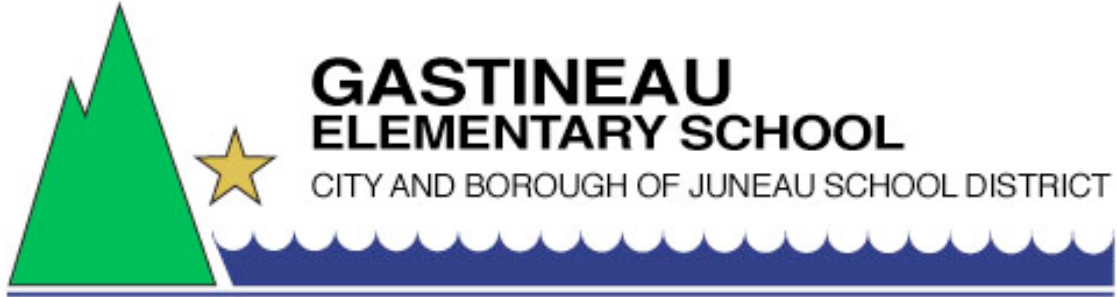
Horizontal treatment

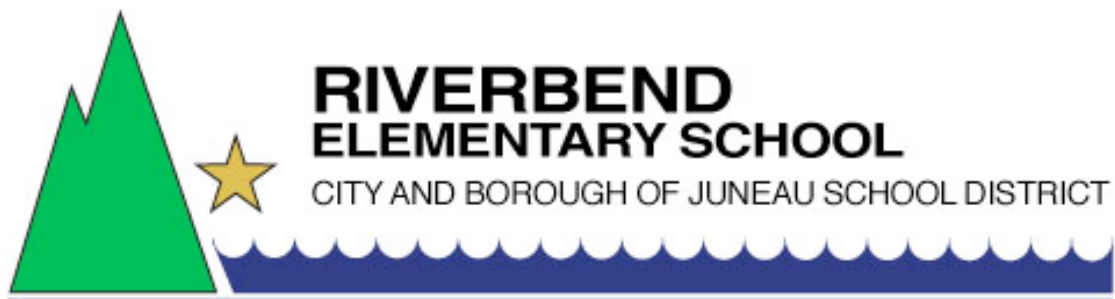


Vertical treatment

To follow are consistently designed school logo treatments. It is recommended that these logos be officially adopted for school use. Individual department logos should be discouraged and use of the District or school logo treatments should be adopted.







*Cost:* \$700 for logo development (completed). The cost of implementing this recommendation can be minimized by changing items as they need to be reprinted. Also, in order to minimize design costs, a graphic artist was directed to develop individual school logos that are consistent with the official District logo treatment.

*Responsible Staff:* Communications Manager.

*Timeframe:* Logo treatments were developed in October, 2007.

### **Require Adherence to Graphic Standards**

*Background:* In order to maintain a consistent look and feel throughout communications materials within organizations, most large organizations adopt graphic standards and require staff involved in producing all forms of organizational communications to abide by the adopted standards. Because design is so subjective (you like modern, I like classical) and color choice is equally subjective (you love blue, I love red) it is never possible to please everyone. When graphic design is left to each individual within a system, the result is a chaotic and unprofessional presentation of the organization to the public.

*Implementation recommendation:* The District immediately adopt the following graphic standards and require their use district-wide.

- *Logo Color* - The approved District and school logos are the only logos to be used (see above). The complete logo must be used, not just the type or the graphics. No alterations are to be made to these logos, including color, font or proportions. The only exception that can be made is that the "stacked district logo" can be used when space allotment necessitates the need for a more vertical application, such as in in-column display advertising. The logos should be used in 4-color when possible. For printing purposes logo colors are as follows: Green, PMS 355 (C-78, M-0, Y-100, K-0); Gold, PMS 612 (C-0, M-2, Y-100, K-20) and Blue, PMS 5255 (C-100, M-96, Y-22, K-9).

There are also black and white versions to be used as needed.

- *Logo Size* - The logo should always be used in a proportionate size within a layout. The logo should not be used smaller than 1" wide, with the exception of in-column newspaper ads.
- *Logo Usage* - All new District publications should display either the approved school logo or the District logo. As older publications are reprinted, the new logo should be used.
- *Web Page Templates* - The approved template should be used for all web pages. (See sample templates that follow.) Approved fonts are Times Roman for headline, Helvetica or Arial for subheads and body copy. Font size should be consistent with layout sample (20 point type for headlines, 12 point type for body copy). Use of color should also follow sample layout. Each school had been given an accent color consistent with their current school colors, however the school in consultation with the Communications Manager can change these colors.
- *School Mascots or Other Graphics* – School mascots or other graphics should never be used in place of the approved school logo on official publications or web sites, but in conjunction with them as a graphic in the layout.
- *Advertisements and Brochures* – All school advertisements and brochures should use the approved school or District logo treatment. Brochures and ads should feature photos of people whenever possible, however, it is essential that only photos for

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which we have releases on file be used. (Please see section on photo releases and sample brochure and ad below).

- *Letterhead and Envelopes* – As letterhead and envelopes are printed, the appropriate District logo should be used.
- *Business Cards* – The District should use the adopted logo and colors in business card design.
- *School Newsletters* – School newsletters should incorporate the approved school logos into the mastheads in order to make sure individual site newsletters are tied to the District. The District's Communications Manager will use the services of a graphic designer and work with individual school sites on newsletter designs once school web sites are complete.

*Cost:* To implement the majority of these recommendations, there is no additional cost as graphic standards should be implemented as items require reprinting. Design costs for school newsletter mastheads, \$500, have already been encumbered and the design is currently in process. Costs for web page design are discussed below.

*Responsible Staff:* Superintendent, Administrators, and Communications Manager

*Timeframe:* December 2007

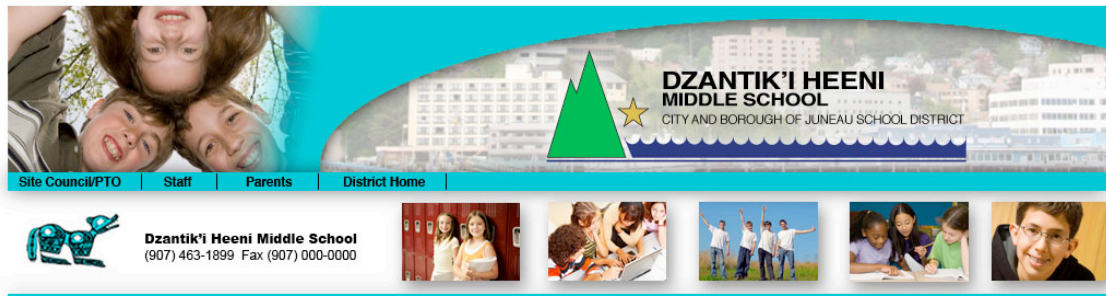
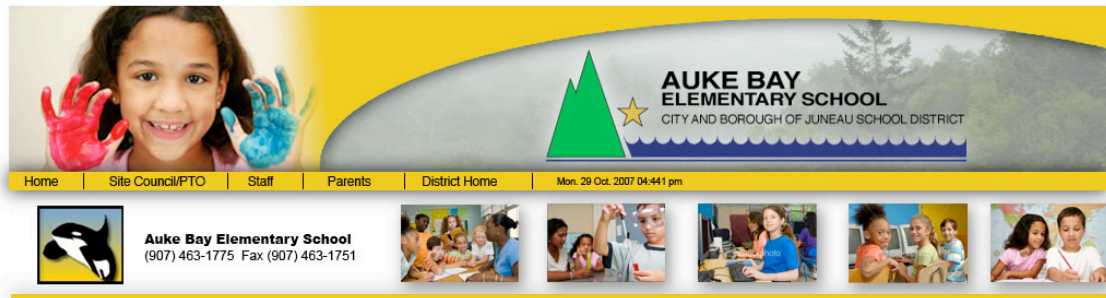
### **Web page mastheads**

*Background:* The Ad Hoc Communications Committee addressed revamping the Juneau School District's web site and individual school web sites as its top priority. The Committee also recommended consistency throughout the District to include a common format and common inclusions. In redesigning the District's site the Communications Manager based the site design on research from the Public Relations Society of America outlining web user preferences and on the recommendations set out by the Ad Hoc Communications Committee. As part of this assessment, the Manager worked with a graphic artist to develop a consistent design for individual school web sites that would also incorporate PRSA research and Ad Hoc Committee priorities. To follow are sample masthead design treatments for individual school sites. Design elements allow for individuality of each school's colors, mascot and photographs to be incorporated in the design, while maintaining consistent graphic standards.

*Implementation recommendation:* Implement the masthead design recommendations for each school. Sample mastheads appear below.



## Juneau School District Technology Plan 2008-2011



*Cost:* \$900 (completed) for graphic design services.

*Responsible Staff:* Communications Manager.

*Timeframe:* Mastheads were developed in November. Individual school site implementation will take place from December 2007 through February 2008.

### Consistent school web site templates

**Background:** Currently each school has its own web site. Again, there is no consistency between school sites and no consistency between individual school web sites and the District. The Ad Hoc Communications Committee identified the need for common formats and common inclusions among school sites. To follow are sample school web site “home” or “jump pages” that include the elements identified by the Ad Hoc Committee and are consistent with PRSA web site guidelines.

As part of the assessment process leading to this report the Communications Manager researched the current work being implemented at Floyd Dryden Middle School to develop

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a comprehensive web site and parent information system. While it is not the recommendation of this assessment that the District purchase the services of the Juneau-based company that has developed the software running that system, some additional explanation of that system is required here.

Last year Floyd Dryden Middle School began working with a teacher at the school to pilot a proprietary system the individual was developing outside of his work with the District called k12pages.com. The developer of the system intends to sell the system capacities to school districts. By piloting this system, the current Floyd Dryden web site is housed outside of the District's information technology system. The school had received permission last year to house its site on an outside server, something that has not been, and in principle should not be, allowed under District policy due to security and privacy issues. Shortly after starting the assessment process the Communications Manager met with the business owner and with Floyd Dryden administration to learn the capacities of the program and to assess the system security. The system has many positive features including the ability to integrate calendars and to send automatic email updates to parents regarding class assignments. While there are many advantages to this system, because it is proprietary and housed outside of the District's server, it is not a recommendation that the District purchase this system at this time. However, the District may want to consider this or another such proposal in the future if the District remains unable to effectively maintain school and District web sites with District personnel and/or PowerSchool and other software purchased with the intention of providing some of the services the k12pages.com proposal includes do not work as intended. The Communications Manager is willing to work with Floyd Dryden to assist them to incorporate the masthead designed for their school and to maintain a consistent look and feel with their web site, should they wish to continue use of k12pages.com.

*Implementation Recommendation:* Adopt the format outlined here as a "home" or "jump" page design for each school from the District's site. Create a template for each school site using the masthead design referred to above and the design elements that follow.

*Cost:* \$1000, graphic design (completed)  
\$4500, web site technical support to develop templates for all school sites (in process).

*Responsible staff:* The Communications Manager will transfer existing site information for all schools except JDHS and Floyd Dryden Middle School, if Floyd Dryden wishes to continue with k12pages.com (however, graphic standards will be required, should the Board accept the recommendations contained in this report). The Manager will provide a template to the JDHS web master and will work with the webmaster and JDHS students to redesign the site using the new template. Building staff will receive training in how to update information using existing programs from the Communications Manager.

*Timeframe:* Site design was completed in November. Upon plan approval, implementation of individual school web site redesign could take place between December 2007 and March 2008.

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**Dzantik'i Heeni Middle School**  
(907) 463-1899 Fax (907) 000-0000



### Quick Links

- >> [HOMEWORK](#)
- >> [REPORT ABSENCE](#)
- >> [TEACHER'S PAGES](#)
- >> [BUS INFORMATION](#)
- >> [NEWSLETTERS](#)

### School Links

- >> [SCHOOL STAFF](#)
- >> [SITE COUNCIL/PTO](#)
- >> [BELL SCHEDULE](#)
- >> [MISSION STATEMENT](#)
- >> [CONTACT US](#)

### District Links

- >> [RALLY INFORMATION](#)
- >> [LUNCH INFORMATION](#)
- >> [TESTING DATES](#)
- >> [EXPLANATION OF TESTS](#)
- >> [DISTRICT HOMEPAGE](#)



## Welcome to Dzantik'i Heeni

SEARCH SITE

Dear Parents/Guardians:

Welcome to the Dzantik'i Heeni learning community. Thank you for visiting and we hope that you plan to become an active member of our community. Parents play a significant role in the life of our students and the school, we invite you to become active in our PTO, Site Council, and/or as a volunteer with our classrooms and activities. Our Parent Involvement Plan is posted here for your convenience.

While you are visiting be sure to spend time looking at Exploratories. This program is designed to offer students real world experience. The offerings include the arts, technology/media, physical education, life skills (sewing/cooking), world language, and music (band, orchestra, choir, and drama).

We have had exciting changes since last year in our structure at Dzantik'i Heeni as a result of careful planning for projected student enrollment. We've changed from having four houses of 6th/7th/8th grade students to three houses. One house, currently called Midnight Sun House, is 6th grade students only, and the other two houses, called Aurora House and Shooting Star House, are 7th/8th grade students. Our students participated in an ballot process to officially name our Houses.

As principal of Dzantik'i Heeni, I look forward to meeting and working with each of you. I invite you to call us with your questions.

Barb Mecum, Principal

### Calendar and Upcoming Events Schedule

- >> **PTO Meeting in the Library**  
Monday, 11/05/07 (12:10PM - 1:00PM)
- >> **Site Council Meeting**  
Wednesday, 11/14/07 (5:00PM - 6:30PM)
- >> **Dessert Honor Roll Potluck**  
Monday, 11/19/07 (5:30PM - 7:30PM)
- >> **Girl's Basketball Game #4**  
Thursday, 11/29/07 (3:30PM - 7:30PM)
- >> **Boy's Basketball Game #4**  
Thursday, 11/29/07 (3:30PM - 7:30PM)
- >> [VIEW FULL SCHOOL CALENDAR](#)
- >> [VIEW FULL DISTRICT CALENDAR](#)

### School News

- >> **New Bullying and Hazing Policy**  
There will be a community forum held from 7 to 8:30 p.m. Thursday, September 27, at the JDHS library to discuss the School Board's new bullying and hazing policy. ([MORE](#))
- >> **Red Ribbon Week**  
Each day we will have announcements/trivia questions. We'll also be drawing for prizes from the names of people who sign pledge-to-be-drug-free cards. ([MORE](#))
- >> **Volunteer Opportunities**
  - >> Donate a Laptop to FIRST Lego League?
  - >> Basketball Score Keepers Needed.
  - >> Are You Involved in Search & Rescue?
  - >> Help out a Math Class!
  - >> Be a Hallwalker!

### Contact Information

**Dzantik'i Heeni Middle School**  
(907) 463-1899 • Fax (907) 463-1877

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# Juneau School District Technology Plan 2008-2011





**MENDENHALL RIVER  
COMMUNITY SCHOOL**  
CITY AND BOROUGH OF JUNEAU SCHOOL DISTRICT

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**Mendenhall River Community School**  
(907) 463-1799 Fax (907) 463-1777



**Quick Links**

- >> HOMEWORK
- >> REPORT ABSENCE
- >> TEACHER'S PAGES
- >> BUS INFORMATION
- >> NEWSLETTERS

**School Links**

- >> SCHOOL STAFF
- >> SITE COUNCIL/PTO
- >> BELL SCHEDULE
- >> MISSION STATEMENT
- >> CONTACT US

**District Links**

- >> RALLY INFORMATION
- >> LUNCH INFORMATION
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- >> EXPLANATION OF TESTS
- >> DISTRICT HOMEPAGE





**Welcome to Mendenhall River  
Community School**

I extend a warm welcome to all of our students, parents, members of our community, and visitors from afar. Mendenhall River Community School, home of the Rainbow Eagles, is committed to providing a rich instructional program appropriate to each child's needs. MRCS students proudly demonstrate a spirit of teamwork. Students, staff, families, and community partners collaborate in celebrating our diversity as we strive to provide the best possible educational experience for all students. Our goal is to:

- Provide a challenging curriculum;
- Maintain high standards for achievement;
- Hold students accountable for their learning;
- Build students' self-esteem;
- Praise and encourage students;
- Maintain an ongoing partnership between the school and the home;
- Provide a safe and nurturing environment;
- Help each other to be successful.

I invite you to help us reach our goals and be an active part of our MRCS school team. Hand in Hand, We ALL Learn!

Patty Newman, Principal

**Click here for  
TumbleBooks**

**Today's Tip for Parents:  
Involved Fathers  
Boost  
Student Success**  
(click here to see tip)

**School Success Ideas  
for Parents**

- Idea of the Day
- Weekly Quiz
- Timely Topics
- Ask the Experts
- School Success Library

**Calendar and Upcoming  
Events Schedule**

- >> 11/16/07 - November Fun Night
- >> 11/19-21/07 - MRCS Fall Bookfair
- >> 11/22-23/07 - Thanksgiving Holiday  
(no student attendance)
- >> 11/25/07 - Music Performance  
6 pm (Grades K to 2)
- >> 11/24/07 - December Fun Night
- >> 11/24/07-1/4/08 - WINTER BREAK
- >> VIEW FULL SCHOOL CALENDAR
- >> VIEW FULL DISTRICT CALENDAR

**School News**

- >> **School Nurse Opening**  
The district is currently hiring for a nurse position at JDHS and Riverbend Elementary. Call Human Resources at 523-1713 for information! (**MORE**)
- >> **Vision Testing Completed**  
You will be notified by letter and a phone call if your child failed part of their visual screening. If you have questions, please don't hesitate to give us a call at 463-1781 or e-mail at maureen\_hall@jsd.k12.ak.us. (**MORE**)
- >> **WE NEED SUBSTITUTES!!!**  
If you are interested, please contact Human Resources at 523-1713!
- >> **Downloads**
  - >> MRCS 07/08 Parent Handbook
  - >> October 28 Rlvergram

**Contact Information**

**Mendenhall River Community  
School**  
(907) 463-1799 - Office  
(907) 463-1777 - FAX

School Hours  
**Mon - Thurs. 8:15 - 3:00**  
**Friday 8:15 - 12:45**

Physical Address  
0000 Back Loop Rd.  
Juneau, Alaska 99801

Mailing Address  
10014 Crazy Horse Dr  
Juneau, AK 99801-8529

Email Addresses  
Principal  
MRCS\_Principal@jsd.k12.ak.us

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### Brochures

*Background:* As is the case in the majority of District communications, no consistency or graphic standards exist in the production of program brochures or report covers. Again, this lack of consistency creates misunderstanding about the relationship of programs to schools and to the District.

*Implementation Recommendation:* Require graphic standards in the production of brochures and reports that are distributed to the public. The Communications Manager should assist with and review program materials prior to their being distributed.

*Cost:* There is considerable misinformation within the District in regard to the cost of printing versus the cost of using color copiers. One thousand four-color (full process) brochures can be printed for \$679 at local print shops, 2,500 for \$766 and the cost of 5,000 four-color (full process) brochures is \$862. Currently the cost of printing from a color printer is approximately 80 cents per page (\$800 for 1,000.) Designing and printing professional brochures explaining and linking District programs would provide considerable savings and would significantly enhance the quality of printed publications.

*Cost:* \$1,500 for graphic design services.



**Register for  
R.A.L.L.Y.  
Today!**

*Recreation, Arts, Learning and Leadership for Youth*

R.A.L.L.Y. is a state-licensed care program offered in the Juneau School District for children in Kindergarten through Grade 5. R.A.L.L.Y. provides care and activities before and after the regular school day.

Please call (907) 523-1778 or visit [www.jsd.k12.ak.us](http://www.jsd.k12.ak.us) for information regarding space availability, registration and fees.

**JUNEAU SCHOOL DISTRICT**  
CITY AND BOROUGH OF JUNEAU



**The Next Generation  
Plan Status Report:  
An Emerging Consensus**

**JUNEAU SCHOOL DISTRICT**  
CITY AND BOROUGH OF JUNEAU

*Responsible Staff:* Administrators,  
Communications Manager

*Timeframe:* December 2007,  
ongoing.

### Advertising Layout

*Background:* The Juneau School District also has not had graphic standards relative to advertising. Again, there is lack of consistency and uniformity in how the District is presenting itself to the public. Requiring the use of graphic standards will tie this communications medium to other District communications efforts. All ads must include the District's

## Juneau School District Technology Plan 2008-2011

logo, should include photos where possible, and should be easy to read. Photographic images of people should be used and should reflect the demographics of the area – diversity of age, ethnicity, gender, etc. Color photos should be used on high visibility pieces when budget allows. Use of stock photography images is allowable and often advisable, but the District should develop a professional photo library of local residents and children. Images should be interactive and compelling whenever possible.

*Implementation Recommendation:* Require that all print advertisements follow the graphic standards outlined above. The communications manager should review advertisements for accuracy and compliance to graphic standards prior to publication and should maintain a photo archive of approved and acceptable photographs for District use.

*Cost:* \$1000 per year for graphic design services for advertisements.

*Responsible Staff:* Communications Manager

*Timeframe:* Ongoing

### **Local Photography**

*Background:* Use of Juneau students, teachers and administrators on our web site and in our publications is an extremely effective way to link the community to our communications efforts. Unfortunately, using minors without parental consent is one of the most common causes of lawsuits against public relations agencies and marketing professionals. Laws covering where photographers can take pictures without model releases for commercial or publication are very specific. Photos taken inside of classrooms and/or school buildings require releases. While the Juneau School District asks parents to fill out release forms at the beginning of the school year, photo releases are kept at each building and without someone at each school willing to take the time to properly identify each student in a photo and check back for signed releases, it has been the decision of the Communications Manager not to put the District at risk. The Communications Manager has responded to regular and frequent emails to the Webmaster requesting use of local photos with an explanation and (when the email came from within the District) has requested copies of signed photo releases to accompany pictures taken outside of “public” events. Unfortunately, those releases have rarely been forthcoming.

*Implementation Recommendation:* Hire a professional photographer to take photos throughout the District and maintain photo release forms at the District office. The District office will maintain a photography file for use by all schools on web pages and other publications. The Communications Manager has requested information from PowerSchool to find out if a photo release field can be checked within the database at registration. A more comprehensive photo release form is attached as an addendum to this report. It is the intention of the Communications Manager to accompany the photographer and institute a system of tracking photos and releases similar to that used by professional agencies. It is also recommended that the District include the attached form as part of the registration materials, as the current form does not release the District for all possible public uses of photographs.

## Juneau School District Technology Plan 2008-2011

*Cost:* \$1000 to \$1500 for two full days of service by a professional photographer with all photo rights belonging to the District.

*Responsible Staff:* Communications Manager

*Timeframe:* December, January 2007

## Content Standards

### **Develop and Use A Consistent Message or Theme Throughout District Communications**

*Background:* The Juneau School District has spent a considerable amount of time on developing an educational mission statement and goals. The statements are posted throughout the District in prominent locations at school sites. Unfortunately, the District's strategic plan goal, "Success for ALL students through rigor, relevance and relationships," and the District's list of eight educational goals posted throughout the District are long and are not readily cited by District staff. Developing and using a clear message or theme throughout District communications can help focus students, staff, parents and community members on the District's mission. The key to making a theme effective is keeping it short and simple. For example, "Success for all students" or "Challenging all students" or "Where education is meaningful" or "Educating tomorrow's leaders" or "Success through learning" are the type of statements that can be remembered and are meaningful and effective in communicating what is important to the District – the Board, administration and staff - and to our customers – students, parents and community members.

*Implementation Recommendation:* It is recommended that the Board and administration choose a short, meaningful message and require its use consistently throughout District communications.

*Cost:* No cost.

*Responsible Parties:* School Board, Administration, Staff. The Board and administration should consider what short theme encompasses the District's goals as part of a Board or administrative retreat and/or as part of the strategic planning process. In developing the message it is critical that the District avoid the use of educational jargon and that the message be short, clear and memorable. The Communications Manager should be responsible for making sure District communications contain the correct message and that it is used appropriately on the District's web site and in publications.

*Timeframe:* To be completed by January 2008.

### **Use an "Outside In" Perspective**

*Background:* One of the most common communications problems is the use of insider jargon when talking with the public and creating communications materials. The Ad Hoc Communications Committee recommended user-friendly language for web sites and school newsletters among its priorities. The District should create materials that focus more on the needs of the recipient of information rather than on the educational jargon.

*Implementation Recommendation:* All District reports and materials provided to the public should:

- be easily read and should include subheads to assist with readability whenever possible;



## Juneau School District Technology Plan 2008-2011

- avoid the temptation to tell the reader all the information the writer knows; focus should remain on the pertinent information the reader needs and on the actions and desired outcomes;
- include standardized language on the District's theme, helping to bring all programs under the District's umbrella.

The Communications Manager should review final publications to assist District staff in avoiding jargon and in overuse of technical language. Training can be provided to staff through in-services and administrative team meetings.

*Cost:* No cost

*Responsible staff:* Superintendent, Administrators, Communications Manager

*Timeframe:* Ongoing

## Communications Tools

### Use a Wider Variety of Communications Tools and Take Advantage of Contract Rates for Cost Savings

*Background:* The public survey conducted as part of the Next Generation planning indicated that of the households with children currently enrolled in the Juneau School District, 69.6 percent say the best way to get information about their child's school is through newsletters, 63.0 percent choose teacher letters, 62.2 percent the web site, 58.4 percent direct mail, 41.5 percent newspaper, 39.2 percent word of mouth and 36.6 percent choose radio. This data is consistent with general population surveys in Juneau with one exception: radio. Radio as a vehicle for garnering information rates above direct mail and newspapers as an information vehicle.

BEST WAY TO GET INFORMATION ABOUT YOUR CHILD'S SCHOOL:

Newsletters	69.6%
Teacher letters	63.0%
Web site	62.2%
Direct Mail	58.4%
Newspaper	41.5%
Word-of-mouth	39.2%
Radio	36.6%

*Implementation Recommendations and Costs:* Develop a wider variety of communications tools including the following:

- *Develop a One-Page Electronic Newsletter:* Expanding numbers of businesses and governments around the country are using electronic newsletters emailed to constituents as an effective part of their communications mix. There is no cost for development of these communications. Distribution costs vary depending on the number and methodology for email distribution. According to information provided by the District's Information Technology Department, the District currently has the capacity to send out emails to the approximately 3500 households within the District without encountering any technical problems with the existing system.
- *Publish a quarterly newsletter from the District to be sent via direct mail:* Recent survey data indicates that the satisfaction level or "trust" in the District is significantly lower than trust and satisfaction with local schools. While that is not uncommon, it is also a problem reflective of the District's lack of communication with the public. The Communications Manager requested preliminary bids to determine the cost of developing a four-page, two-color newsletter (11 x17 folded to 8.5 x 11, 60# weight paper). Preliminary print bids came back as follows:

Quantity:	4,000	5,000	6,000
Price:	1,019	1,511	1,284

For an eight-page, two-color newsletter (11 x17 folded to 8.5 x 11, 60 # weight paper, saddle stitch finish) the preliminary printing costs would be as follows:

## Juneau School District Technology Plan 2008-2011

Quantity: 4,000	5,000	6,000
Price: 2,339	2,724	3,109

Based on the volume and significance of changes the District is undertaking, it is recommended that the District develop a four- or eight-page newsletter to be sent to student households every quarter starting in January 2008 with the launch of the Next Generation plan.

- *Design constituent cards for Board members* - Currently the members of the Juneau Board of Education do not have a simple constituent note cards available for sending individualized and informal notes to constituents. Communications research indicates this is a simple, yet effective tool in the communications mix, enabling Board members to send simple notes to presenters at Board meetings, constituents who testify, staff who achieve recognition, etc. The cost to develop 2000 note cards and envelopes specific to the Board is \$350.
- *Take better advantage of free radio interviews and PSA's* – Since August, Board members and District personnel have appeared on numerous radio interviews in regard to school bond measures, awards such as the Kennedy Center Award for Glacier Valley, and other school activities. It is recommended that these practices continue and increase, and that the District develop several electronic public service announcements regarding issues of concern over the next several months.
- *Develop a monthly television show for Channel 6* – Communications assessment research regarding the development and use of Channel 6 revealed a wealth of information on the history of the station's development and use, software and hardware issues associated with use of the station and the station's potential for being a significant benefit to District communications. A brief synopsis of that information is warranted as part of this report.

Primary responsibility for the ongoing development of Channel 6 has been with the Community Schools' program and individual effort of the Community Schools director and an IT staff member. Juneau Douglas High School staff has also, more recently, taken on a role in the station's development since the broadcast hardware was moved to the high school. The District recently purchased technology that will allow for programming broadcasts on the station without having to manually start and stop a video or DVD, as is currently the practice. That technology is in the process of being installed, however, at the writing of this report there is not an accurate estimate of when the hardware will be in place. In addition, the Communications Director has requested a license for the software to run the current program used to post static messages on the Channel. While improving the use of this channel is a priority of the Ad-Hoc Committee report and developing a monthly television program is a recommendation of this assessment, doing so on a regular basis should be scheduled for the fall of 2008.

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Both the High School and Floyd Dryden Middle School have been developing television capacities. Floyd Dryden is currently having students broadcast their morning report and is interested in airing the broadcast on Channel 6. The staff there is currently working out how to address student release information to make sure students participating in the broadcast and photos used are of students for whom we have signed releases.

The bottom line is that Channel 6 is an incredibly underused resource that will, when utilized correctly, provide the Board, District administration, staff and students a cost-effective communications tool. Standing in the way of making that happen is the reality of time and priorities. Implementing the graphic standards and web site changes was the Ad Hoc Committee's top priority, followed by attention to broadcast media.

*Cost:* There are two additional cost associated with further implementation of this recommendation: \$1000 should be budgeted for software and additional hardware upgrades next year, and consideration should be given to the addition of another IT specialist – a recommendation further explained later in this report – to assist with a variety of tasks associated with fully utilizing Channel 6.

*Increase use of radio* - Market research data in Alaska indicates that radio is the most effective way to reach consumers in the state. Increasing the use of radio is an easy and relatively cost effective way to increase exposure.

As part of this assessment the Communications Manager solicited preliminary bids from radio stations in order to gain accurate information on costs associated with buying radio time for regular school district updates. KTKU/TAKU 105 presented a proposal included as an addendum to this report. The three elements they were asked to address include:

- Daily updates from the school district that may include updates from each of the school principals, the school superintendent, or a member of the school board.
- Involvement with the Juneau Douglas High School media class.
- An annual rate to promote events for the schools and to invite the public to meetings.

The KJNO/Taku 105 proposal included airing daily updates for the School District on both stations two times per day Monday through Friday on both stations. The updates will be produced the week prior to the week they are scheduled to air for an annual rate of \$9360. The station also offered one hour each week for the media classes to work hands-on with the radio station to produce a weekly hourly show. The station would have the right to sell sponsorships to support the show.

It is the recommendation of this report that this proposal be accepted and that an additional proposal be sought from KTOO and KINY. While the District may consider this a significant investment, regular radio updates such as this will provide the opportunity for direct contact with the community on a daily basis to “tell our story.”

## Juneau School District Technology Plan 2008-2011

- *Reduce Newspaper Advertising Costs:* An analysis of the Juneau School District's expenditures with the Juneau Empire between August 2006 and September 2007 revealed a significant area of cost savings available to the District. The Communications Manager requested a detailed listing of both display and classified advertising that occurred during that time frame in the Juneau Empire. Because the District has never negotiated a contract rate with the Empire, the District currently pays the Empire's open rate of \$20 per column inch for display ads and \$15.50 per column inch for classified display ads. Based on the total annual advertising during the past year of just under \$30,000, the District would qualify for a \$13 per column inch display ad rate and \$9.25 per column inch for classified display ads. If however, the District were to combine advertising with the City and Borough of Juneau, the rates would be reduced to \$9.25 per column inch for display ads and \$6.50 per column inch for classified display advertisements. In October, the Communications Manager and the District's Finance Director met with the City Clerk's office to request permission to bill ads through the City's Finance Office in order to qualify for the CBJ rate. The District is awaiting a decision from the City at this time. At the very least, by January 2008, the District should negotiate a contract rate with the Empire based on its own usage. Monies saved could be applied to other advertising media, including direct mail and radio. (The District's Juneau Empire advertising information is attached as an appendix to this report.)

*Cost Savings:* Implementation of this recommendation will result in a significant cost savings.

*Responsible Staff:* Superintendent, Administrators, and Communications Manager

*Timeframe:* January 2008 to August 2008, ongoing

## Emergency Communications

### Enhance Emergency Communications Capacities

*Background:* One of the most significant priorities of any organizational communications assessment – especially for an organization responsible for the lives of children – has to be its capacity to respond in a crisis or emergency. While the District did prepare an Emergency Response Plan last year, the communications portion of the plan is lacking. Current work within the Public Relations Society of America and other professional communications organizations has focused on crisis response in light of the myriad of school shootings, natural disasters, terrorism and other emergency situations throughout the country, pointing out the importance of pre-planning in dealing with communications issues associated with these events.

About five years ago the high school purchased a system called Phone Master to assist with attendance follow-up calls. The system currently in place is a four-line system using our own phone lines that can make 60 thirty-second calls per line per hour. The cost of the system was approximately \$5100 and we pay a \$700 per year service fee for technical support. Phone Master can be used as an all-call service for \$2.60 to \$3.00 per student, depending on the volume and the use of the system without the purchase of additional hardware, or additional hardware can be purchased for \$2500 per school site. Phone Master also provides a service that allows two emergency calls per school per year for \$299 per school.

A competitor to Phone Master called School Messenger also allows provides emergency calling capacities. The School Messenger system requires no hardware within the District, as all calls are made from a remote system. Set up fees for School Messenger is \$600 and the District pays a fee of \$1.00 per student. To use the School Messenger system in an unlimited manner for attendance calls and daily message notification, the cost is a \$1200 set up fee and \$3 per student. School Messenger allows both recorded phone messages and email notification of parents. The annual technical support fee is \$100 per year.

Both systems are compatible with SASI and PowerSchool. Use of either of these systems requires schools to make sure that parent phone and email information is entered into the system correctly and kept updated regularly.

*Implementation Recommendation:* Contract with School Messenger as an emergency system for a year and evaluate its effectiveness. This could include use of the system for snow days, emergency calling and some use for other parent notifications. The District may want to look at the higher level of service for upcoming years, especially for attendance notifications.

*Cost:* \$600 per set up and approximately \$5100 per year for student fees.

*Responsible Staff:* Superintendent, Communications Manager

*Timeframe:* January 2008, ongoing

## Internal Communications

### Improve Internal Communications Processes

*Background:* Although the focus of this assessment is external communications – the District’s communication with the public and its public information processes – the assessment also looked at internal communications.

Management and communications research indicate that many public perception problems stem from issues associated with internal communications process and structure. The interviews conducted for this report with administrators, central office staff, principals, and school staff indicated some concern with internal communications processes. These internal communications challenges can and do affect the administration’s ability to effectively communicate with external audiences.

While a number of problems were identified in the reporting leading to the following recommendations, the implementation recommendations themselves provide a positive, solution-oriented roadmap for both improving internal and external perceptions and solving the problems identified. Implementing successful management strategies and communications techniques can and will go a long way toward helping to solve issues of concern to stakeholders and assist the administration in achieving its short and long range goals.

#### *Implementation Recommendation: Establish an Intranet to Address Internal Communications Needs*

*Background:* An intranet is an efficient and effective medium to allow for improved internal communications within an organization. Just as the Internet is an effective, web-based medium for communicating with external audiences, an intranet provides similar benefits in communicating with staff. From July 18 through November 1, a total of 1,796 emails were sent to building staff monitored by the Webmaster email account. These emails ranged from “who took my yellow chair” to “don’t forget your \$5 for the social fund” to messages critical to the operations of the District and the safety of students. While email is commonly used as a vehicle for transmitting information, it does not allow for any real ranking of the importance of information provided. An intranet site, however, allows for both ranking and prioritizing information and provides a vehicle for sharing and archiving information critical for staff training and development. It also allows for posting of staff training materials, staff manuals, teaching materials, and other information that needs to be shared internally, but not be available to the general public.

In order to effectively implement both an intranet and to provide additional backup support for expansion of Channel 6, a .5 to one additional IT staff person is needed. Development of an intranet requires username and password assignment and requires some additional network security issues to be addressed. Having spent considerable time researching IT issues relative to this assessment, the District would benefit considerably from the addition of a .5 to one additional IT support person responsible for providing intranet, Internet, web site and television support. IT currently provides support for the technical support for the technology that allows the web site to work, but does not participate in any aspect web site maintenance or training. This additional staff position could be required to assist with web site work as well as the duties outlined above.

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*Implementation Recommendation:* Initiate an intranet to allow for more effective internal communications from management to staff and between staff and hire one additional staff member in the Information Technology department to support this communications tool.

*Cost:* According to the District's Personnel Office, a full-time IT support position would be approximately \$40,000 per year plus benefits. Current district hardware is adequate for implementation of an intranet, however some additional software may be required.

*Responsible Staff:* Current and new IT staff, Communications Manager

*Timeframe:* June – August 2008

### **Communications Training**

*Background:* Communications training, including media training and crisis communications, is essential for administrators and Board members of public and private institutions in today's world. A variety of communications programs are available to provide on-camera training, crisis management training and a wide range of tools for administrators and Board members to more effectively communicate with constituents.

*Implementation Recommendation:* Consider providing communications training to administrative staff and Board members on a regular basis.

*Cost:* Variable.

*Responsible Staff:* The Communications Manager should research available trainings and suggest possible trainings and/or trainers to the Administration. The Manager should assist with training staff whenever possible and should provide communications support.

*Timeframe:* April to August, 2008

### **Peer Communications Opportunities**

*Background:* Communications assessment interviews indicated a desire for more peer to peer communications at the administrative level, i.e. elementary principals with elementary principals. Administrative council meetings often deal with issues that come from Central Office to principals, rather than providing for more opportunities for peers to share strategies. Many administrators shared this sentiment, with the caveat that these meetings be held after school hours so as not to take them out of their buildings during key student-teacher times of the day.

*Implementation Recommendation:* Provide more regular opportunities for principals to meet together to share concerns. Allow these meetings to take place after the student day has ended.

*Cost:* No cost.

*Responsible staff:* Superintendent



## Conclusions

While it is recognized that the District has already made both a large time investment in the recommendations of the Ad Hoc Communications Committee and a large financial commitment to improving communications by hiring a Communications Manager, it is clear that there is significant work to be done.

The work accomplished to date provides a basis for building upon and the work done as a part of this assessment provides a realistic framework of tasks, timelines and costs associated with further implementation of a sound, research-based communications program.

It is hoped that through Board and Administrative leadership in acceptance of and implementation of the recommendations in this plan, the District will be better able to meet the needs of both internal and external stakeholders. Implementation of sound communications protocols within an organization can help create a tipping point for improved delivery of services. It is hoped that through implementation of the recommendations in this report, education of students in the Juneau School District will improve and community members will be better able to access the services the District provides.

## **Appendices**

**Appendix A - Report and Recommendations Ad Hoc Communications Committee  
Juneau Board of Education, February 2007**

**Appendix B - KJNO/TAKU 105 Proposal**

**Appendix C – Juneau Empire Advertising Costs**

**Appendix D – City & Borough of Juneau Procedures for Placing Advertisements in  
the Juneau Empire**

**Appendix E – Nerland Agency Media Strategies**

**Appendix F - Photography/Video Release**

**Appendix G - “Rolling Back Government: Lessons from New Zealand” by Maurice  
McTigue**